

NATIONAL INTELLIGENCE UNIVERSITY

2014—2015
CATALOG



NATIONAL INTELLIGENCE
U N I V E R S I T Y



Education.Research.Outreach

Intentionally blank.

ACADEMIC CALENDAR

2014–2015



FALL QUARTER 2014

AUG 11	Report date for full-time military students
AUG 14–22	Orientation for new students
AUG 22	Part-time student orientation
AUG 23–24	1st Fall Reserve Monthly weekend
AUG 25	Fall Quarter begins
AUG 25	Convocation (mandatory for full-time students)
AUG 29	Last day to add a course
SEP 1	Labor Day Holiday
SEP 8	Last day to drop a course
SEP 13–14	2nd Fall Reserve Monthly weekend
SEP 29	Last day to withdraw from a course
OCT 4–5	3rd Fall Reserve Monthly Weekend
OCT 13	Columbus Day Holiday
OCT 31	Last day to submit thesis for December graduation
NOV 1–2	4th Fall Reserve Monthly weekend
NOV 3–7	Fall textbook return
NOV 5	Fall Quarter ends
NOV 6–14	Research Period
NOV 10	Fall Quarter grades due
NOV 11	Veterans Day Holiday
NOV 12–21	Textbook issue for Winter Term

WINTER QUARTER 2014–2015

NOV 17	Winter Quarter begins
NOV 21	Last day to add a course
NOV 26–28	Thanksgiving Recess
DEC 5	Last day to drop a course
DEC 6–7	1st Winter Reserve Monthly weekend
DEC 19	Last day to submit T-1 for July graduation
DEC 22	Winter Reading Period begins
JAN 1	New Year's Day Holiday
JAN 5	Winter Quarter resumes
JAN 9	Last day to withdraw from a course
JAN 10–11	2nd Winter Reserve Monthly weekend
JAN 19	Birthday of Martin Luther King, Jr., Holiday

ACADEMIC CALENDAR

2014–2015 (Continued)



FEB 7–8	3rd Winter Reserve Monthly weekend
FEB 9–13	Winter textbook return
FEB 13	Winter Quarter ends
FEB 16	Washington's Birthday Holiday
FEB 17–20	Research period
FEB 17–27	Textbook issue for Spring Term
FEB 19	Winter Quarter grades due

SPRING QUARTER 2015

FEB 23	Spring Quarter begins
FEB 27	Last day to add a course
FEB 28–MAR 1	4th Winter Reserve Monthly weekend
MAR 6	Last day to drop a course
MAR 14–15	1st Spring Reserve Monthly weekend
MAR 27	Last day to withdraw from a course
APR 11–12	2nd Spring Reserve Monthly weekend
APR 27–MAY 1	Spring textbook return
MAY 1	Spring Quarter ends
MAY 2–3	3rd Spring Reserve Monthly weekend
MAY 4–15	Textbook issue for Summer Term
MAY 6	Spring Quarter grades due

SUMMER QUARTER 2015

MAY 11	Summer Quarter begins
MAY 15	Last day to add a course
MAY 22	Last day to drop a course
MAY 25	Memorial Day Holiday
MAY 30–31	4th Spring Reserve Monthly weekend
JUN 8	Last day to withdraw from a course
JUN 15–26	Reserve Monthly Intensive Term
JUL 3	Independence Day Holiday Observed
JUL 6	Summer Quarter ends/Thesis due date
JUL 7–10	Summer textbook return
JUL 8	Summer Quarter grades due
JUL 30	Commencement rehearsal
JUL 31	Commencement ceremony



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ABOUT THE UNIVERSITY



NIU—The Center of Academic Life for the Intelligence Community

Integrating Intelligence, One Student at a Time

Preparing Leaders for a Safer, More Secure Nation

The National Intelligence University (NIU) is the Intelligence Community's university. Students and faculty are here to learn, contribute to academic discourse, and prepare for the future intelligence environment. The focus of the NIU program is on education, research, and outreach, placing education at the heart of the Intelligence Community (IC) focus. Throughout the year, students, faculty, and research fellows engage in scholarly and applied analysis to better understand the threats and opportunities affecting intelligence and national security.

THE INSTITUTION

ACCREDITATION

The National Intelligence University is a federal degree-granting institution, authorized by Congress to offer accredited graduate and undergraduate degrees, as well as graduate certificates. The National Intelligence University is accredited by the [Middle States Commission on Higher Education](#), 3624 Market Street, Philadelphia, PA 19104 (267-284-5000). The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

In October 2012, NIU's Joint Professional Military Education (JPME) program was approved by the Chairman of the Joint Chiefs of Staff, allowing selected, qualified military officers to receive JPME I credit after completion of a designated program of study concurrent with the NIU master's degree. In addition, the University is a member of the [Consortium of Universities of the Washington Metropolitan Area](#).

AN INTELLIGENCE-FOCUSED ACADEMIC INSTITUTION

Educating future Intelligence Community leaders is broader and more challenging than ever, as advancements in technology, communications, and data management make the warning window smaller and, in many cases, even difficult to see. The University seeks to strengthen the IC through education. Using teaching, research, and outreach, NIU enhances the knowledge and awareness of its students to better equip them for managing intelligence functions in an ever more complex world.

The National Intelligence University is educating students and studying national security in an era in which the formerly dominant challenges of understanding adversarial capabilities and intentions have been joined by a far broader spectrum of intelligence challenges: cultural and religious conflicts, failed and failing nation-states, non-state actors, the proliferation of weapons of mass destruction, cyber, and the omnipresent threat of terrorism at home and abroad. Students and research fellows develop new ideas, concepts, and solutions for intelligence problems of today and the future.

As the sole accredited institution of higher education in the nation whose primary mission is to educate and conduct intelligence research at the highest levels

of classification, the National Intelligence University incorporates a dynamic, challenging, and integrated curriculum organized around a set of learning outcomes based on the professional competencies required by the Director of National Intelligence. The University's curricula emphasize the acquisition of classified and open-source information related to intelligence and national security and the development of intelligence-related skills and competencies.

THE PEOPLE

NIU STUDENTS

The National Intelligence University is a dynamic and exciting learning community with a professionally diverse student body of over 700, representing a rich mixture of experience in federal agencies and all branches of the U.S. military.

This environment creates lively discussions, enriches learning, and encourages students to conceptualize multiple viewpoints and learn from one another. Students work together to understand intelligence in an increasingly global context. Collaboration among the national IC is a hallmark of the University culture. Students move through their academic program working as partners in small groups and building networks that last throughout their careers.

U.S. students enrolled in NIU's College of Strategic Intelligence or School of Science and Technology Intelligence degree, certificate, and continuing education programs must be uniformed military or federal employees and hold Top Secret security clearances.

THE NIU FACULTY

The NIU faculty brings a wealth of knowledge and experience gained through earning advanced degrees in intelligence-related fields and extensive national IC experience. They possess a wide range of expertise in IC topics and come from varied academic, military, and intelligence careers. Many have served on national boards and commissions, including the National Security Council, Intelligence Science Board, Weapons of Mass Destruction Commission, and selected presidential commissions.

NATIONAL INTELLIGENCE UNIVERSITY

The Defense Intelligence Agency (DIA), Department of State (DoS), Central Intelligence Agency (CIA), National Security Agency (NSA), Federal Bureau of Investigation (FBI), Foreign Denial and Deception Committee (FDDC), National Geospatial-Intelligence Agency (NGA), Department of Homeland Security (DHS), Drug Enforcement Agency (DEA), and the military services are all represented on the faculty through assignment or as visiting faculty chairs. The Air Force, Army, Coast Guard, Marine Corps, and Navy provide faculty members as service advisors for their cohorts of students enrolled in the University.

NIU HISTORY

The National Intelligence University recently celebrated the 50th anniversary of its establishment in 1962. The Kennedy Administration, through the Office of the Secretary of Defense and Department of Defense (DoD) Directive 5105.25, sought to better unify the intelligence training and education that the military services were then conducting on their own and with little to no collaboration between them. The Defense Intelligence School (as NIU was originally known) was placed in the newly created Defense Intelligence Agency, which had also been created by the Kennedy Administration to better coordinate and more efficiently satisfy the intelligence needs of the military services. The first class graduated in June 1963.

On April 16, 1968, a Board of Visitors was formally authorized. The Board strongly recommended that the School reach out to civilian employees of the Intelligence Community and that highly qualified civilian faculty should also be hired. In the interest of academic accreditation, the Board recommended that authority to grant a master's degree in intelligence should be sought. The institution spent the next five years developing this concept, and on September 10, 1973, the pilot program for the proposed Master of Science of Strategic Intelligence (MSSI) degree began.

In October 1980, Public Law 96-450 formally authorized the School to award the MSSI degree. It was passed by both houses of Congress and signed by President Carter. With this authority, steps for the School to attain regional accreditation from the Middle States Commission on Higher Education began in 1981. Accreditation was obtained in 1983, at which time the School was re-chartered and renamed the Defense Intelligence College. It moved to its present location in the DIA HQ building on Bolling Air Force Base (now Joint Base Anacostia-Bolling) in 1984.

With the end of the Cold War in the early 1990s and the general desire of the country to realize a “peace dividend,” budgetary cutbacks and reductions in force were made, not only in the DoD but in the IC as a whole.

In 1993, the College was renamed the Joint Military Intelligence College and embarked on a new era in which its mission was more sharply defined. In 1997, Congress authorized the College to award a Bachelor of Science in Intelligence (BSI) degree.

In December 2006, revisions to [DoD Instruction 3305.01](#) resulted in renaming the Joint Military Intelligence College as the National Defense Intelligence College (NDIC). This instruction expanded the institution’s mission beyond DoD concerns to the entire Intelligence Community. Among the many missions, including teaching, research, and outreach for the entire IC, the instruction directed that NDIC work toward university status.

An important accomplishment in support of university status involved the establishment of the Anthony G. Oettinger School of Science and Technology Intelligence, which was chartered in 2010. With this development, NDIC provided a qualitative and concrete response in its efforts to meet DoD requirements while concurrently addressing science and technology (S&T) requirements, as articulated by the Director of National Intelligence in the Under Secretary of Defense for Intelligence memorandum, “Scientific and Technical Intelligence Strategic Guidance.”

On December 16, 2010, the Director of National Intelligence requested that the Secretary of Defense re-designate the National Defense Intelligence College as the National Intelligence University under the Director of the DIA. In August of 2011, NDIC officially assumed the title of “National Intelligence University” at its annual convocation.

The National Intelligence University is the center of academic life for the intelligence community. NIU faculty, students, research fellows, and staff are committed to providing important knowledge and findings to the Intelligence Community through education, outreach, research, analysis, and publishing. While NIU’s products are not finished intelligence, they are studies, articles, and books intended to broaden awareness among IC personnel and help to foster creative solutions to the nation’s most critical and perplexing challenges.

ACADEMICS



THE GRADUATE CORE CURRICULUM

As an Intelligence Community activity, NIU's primary role is educating intelligence professionals. The curriculum of all degree programs at NIU is tied to a common set of objectives that IC employees must understand and consider as a function of their position. The core concepts derive from the full set of competencies developed by the Director of National Intelligence in coordination with the IC.

MCR 601	Intelligence and the Global Strategic Environment
MCR 603	Social Analysis and the Spectrum of Conflict
MCR 607	Intelligence Reasoning and Analysis
MCR 609	The Compound Eye: Intelligence Collection
MCR 611	Intelligence and National Security Policy

NIU'S APPROACH TO INTELLIGENCE EDUCATION

A GLOBAL PERSPECTIVE

NIU's graduate degree programs begin with an overview of the global strategic environment and the issues affecting intelligence and U.S. national security. NIU academics focus on analyzing the complexity and dynamics of not only military capabilities, but also political, economic, social, ethnic, and cultural elements, as a means to understand adversaries and allies. In addition to the global strategic context of the threats to national security, the integration of collection and analysis and other key intelligence officer competencies is embedded throughout the core curriculum.

INTELLIGENCE IN A DYNAMIC GLOBAL ENVIRONMENT

The NIU degree and research programs are designed to facilitate intelligence with concentrated in-depth study on externally driven events, recognizing that analysts and collectors must have a global perspective and understand the interconnected nature and interactions within the strategic environment. Quality intelligence products are characterized by an understanding of leadership's requirements, and precise, timely collection with accurate analysis derived using sound methodologies that encourage collaboration and coordination within the community. Therefore, the curricula focus on developing and applying analytical skills to systematically translate world events into products that identify and fill intelligence gaps.

NATIONAL SECURITY

The Intelligence Community must function inside a complex national security structure and process, while understanding and challenging traditional paradigms to meet the threats posed within the global strategic environment. NIU programs prepare students to be conversant with strategic intelligence demands and to understand how the executive branch coordinates intelligence and informs the national security policy customers on military, diplomatic, informational, and economic issues.

STUDENT LEARNING OUTCOMES

Critical thinking, analytic skills, communications, and intelligence-related capabilities are woven throughout the content of the curricula. The intelligence-related capabilities are defined as follows.

ENGAGEMENT AND INTEGRATION

Interpersonal Skills

Develops and maintains effective working relationships; understands opposing positions even in difficult situations (e.g., when defending or critiquing a position).

Integration

Operates as an integrated and networked academic community committed to enhancing international, homeland security, and national intelligence integration, collaboration, and information sharing.

Empower Partnerships

Expands outreach with domestic and partner-nation agencies and institutions (e.g., academia, law enforcement, think tanks) to benefit from the depth of experience, expertise, and capabilities associated with shared requirements and business practices in an academic environment.

Engagement and Collaboration

Develops networks and builds alliances with colleagues and counterparts within and/or across the organization, the IC, other government/private organizations, or professional disciplines. Engages in inter-organizational activities and shares information, fostering collaboration in working toward a common goal.

Influencing

Persuades others to accept recommendations, cooperate, or change their behavior. Works with others toward agreement and negotiates to find solutions.

COMMUNICATION**Oral Communication**

Expresses ideas, facts, or other information effectively to individuals or groups; makes clear and accurate oral presentations using critical arguments and briefing techniques. Listens, attends to non-verbal cues, and thinks and responds appropriately.

Written Communication

Recognizes and uses correct English grammar, punctuation, and spelling to communicate information (e.g., facts, ideas, or messages) in a succinct and organized manner in the proper format. Produces written material, including technical information, that is appropriate for the intended audience.

Multimedia Communication

Develops, receives, and conveys information using computers, software applications, and multimedia and other technologies and techniques.

CRITICAL THINKING**Situational Awareness**

Maintains awareness of changing conditions, current events, and cultural and historical contexts as they affect one's own work.

Creative Thinking

Uses imagination to develop new insights into situations and applies innovative solutions to problems and to process improvement. Designs new methods and tools where established methods and procedures are inapplicable, unavailable, or ineffective.

Synthesis

Identifies and uses principles, rules, and relationships to construct arguments or interpret facts, data, or other information. Dissects problems into meaningful parts and uses logic and judgment to determine accuracy and relevance of data, reconcile inconsistencies or gaps in data, synthesize evidence/information, evaluate and prioritize alternatives, and assess similarities and differences in data to develop findings and conclusions. Understands potential implications of these findings or conclusions.

Exploring Alternatives

Seeks out, evaluates, and integrates a variety of perspectives. Seeks to increase own and others' understanding of an issue based on new information and alternative perspectives. Listens to and shows appreciation for alternative ideas and approaches.

PROFESSIONALISM

Ethics and Integrity

Instills trust and confidence, and displays high standards of ethical conduct; is honest and straightforward when presenting data, conclusions, and recommendations; does not alter judgments in the face of social or political pressure.

Initiative

Displays a high level of initiative, effort, and commitment toward achieving results; is proactive, conscientious, diligent, and timely. Sets well-defined and realistic goals. Seeks out assignments and opportunities to contribute.

Adaptability

Adapts behavior and work methods in response to new information, changing conditions, or unexpected obstacles. Adjusts rapidly to new situations warranting attention and resolution. Is open to change and new information.

MISSION AWARENESS

Enterprise Perspective

Understands the interrelationships among organizations and components of the IC. Understands how one's work impacts, and is impacted by, the mission and operations of IC organizations and components, and uses this information to maximize contribution to mission accomplishment.

Customer Operations and Requirements

Knowledge of customer organizations or operations (e.g., military, policymakers, State Department, Homeland Security, and law enforcement), including how to translate customer requirements into intelligence needs and disseminate intelligence using tailored applications to meet customer requirements.

Empower Partnerships

Expands outreach with domestic and partner-nation agencies and institutions (e.g., academia, law enforcement, think tanks) to benefit from the depth of experience, expertise, and capabilities associated with shared requirements and business practices in an academic environment.

Policy and Directives

Complies with and stays current on relevant intelligence regulations, guidelines, laws, and directives (e.g., executive orders regarding intelligence).

ANALYSIS

Analytic Rigor

Is conscientious, diligent, and thorough when gathering, compiling, and evaluating information.

Investigating

Identifies a need for and knows where or how to gather information. Obtains, evaluates, organizes, and maintains information.

Collection Systems and Operations

Knowledge of intelligence capabilities and accesses, strengths and weaknesses of specific technical sensors/platforms, and human sources in area of responsibility. Knowledge of Intelligence Community collection management processes, systems, and tools. Knowledge of collection strategy, targeting, feedback, and source validation/vetting processes.

Processing and Exploitation

Knowledge of how each type of intelligence is processed, from collection to dissemination. Knowledge of intelligence report formats and terminology. Knowledge of specific processing and exploitation tools and techniques associated with each source of intelligence.

Analytic Tools and Methods

Knowledge of one or more analytic tools or methods used to produce intelligence products. Knowledge of how to adapt existing tools or methods or employ new methodological approaches to analyze information that may not be analyzed by standard or routine processes.

NIU'S COMMITMENT TO OUTCOMES ASSESSMENT

Assessing academic program outcomes, course delivery, and student services represents the University's commitment to continuous improvement. Assessment activities are tied to the institutional mission and the University's strategic plan.

ASSESSMENT OF ACADEMIC PROGRAMS

Students are required to participate in course evaluations used for improving the curriculum and instruction. On occasion, focus groups and/or surveys are conducted for the same purposes. Students may also contact the Director of Institutional Effectiveness or their program director with comments and suggestions about their educational experience. All courses have learning outcome goals that are measured at the end of each quarter. Results of all course evaluations are provided to the instructor, the program directors, and the Deans. Student grades will not be released during the academic year unless course evaluations and assessments are completed.

ELECTRONIC LEARNING AND ASSESSMENT

The University uses Blackboard Learning Management and Community Management Systems to allow students and faculty to access information and instructional resources through the Internet. Through Blackboard, each faculty member has a virtual classroom with a syllabus, lecture/presentation materials, and the ability to design course materials such as additional readings, updated

information, and multimedia presentations. Each class has its own file exchange area and discussion board to further virtual collaboration. The Blackboard portal also provides access to library resources, including the online catalog, electronic databases, and journals. All students use Blackboard to access instructional materials and support services remotely.

UNIVERSITY-WIDE PROGRAMS

STUDENT RESEARCH FUNDING

The University invites full-time and part-time students in the master's degree programs to compete for research funding. Funds support offsite research outside the Washington, DC, area, or attendance at conferences related to the thesis topic. Because funding is limited, this is a competitive process based on the quality of applications and available funds. Students admitted into the MSSI or Master of Science and Technology (MSTI) program who have successfully completed MCR 701, and who remain in good academic standing, are eligible to compete. Full-time students are eligible during their year of residency. Part-time students must be at the thesis research stage. Offsite research allows students to obtain firsthand, primary documentation in support of their thesis. Over the years, many award-winning theses have been produced by students who have taken advantage of research funding. Additional information is available through the office of each program's Dean.

DEGREE CONCENTRATIONS

Students enrolled in NIU graduate degree programs may take electives in areas of focused and related topics (concentrations) toward their degree. If they complete all required concentration courses and write their thesis on an approved, related topic, this concentration is annotated on their final transcript. The University's graduate degree programs will identify their available concentrations.

FOREIGN DENIAL AND DECEPTION PROGRAM

The Denial and Deception (D&D) Certificate Program is hosted at the National Intelligence University and taught by NIU faculty sponsored by the Foreign Denial and Deception Committee (FDDC). Students who wish to complete the

entire D&D certificate must write a thesis and relate it to the D&D discipline, orally defend their thesis to the D&D faculty, and complete a strategic exercise sponsored by NIU and the FDDC. Students in either the MSSI or MSTI degree program can take the five Denial and Deception courses and earn a degree concentration in D&D. Degree students who wish to earn the concentration may write their thesis on a topic of their choice, but must include an explanation of how it relates to the D&D discipline. In addition, like the certificate students, degree students must orally defend their thesis to the D&D faculty and complete a strategic exercise sponsored by NIU and the FDDC. Information on the five D&D courses is listed in both the MSSI and MSTI course descriptions.

JOINT PROFESSIONAL MILITARY EDUCATION STUDIES PROGRAM

The National Intelligence University is accredited to grant Phase I Joint Professional Military Education (JPME) credit to selected, qualified students enrolled in a full-time master's program. A board consisting of the JPME Program Director and the Senior Service Advisors selects qualified students from the incoming class to participate in the JPME program. Students are notified of their selection during orientation and will be assigned to one of the JPME student tracks. A small number of civilian students may also be selected for the JPME program each year. Interested students may contact the JPME Program Director for further details.

In addition to the core curriculum for the MSSI/MSTI, JPME students must take the following elective courses: MSI 615, MSI 621, and MSI 629. While MSI 629 is open to all graduate students, JPME students will receive priority registration. JPME students will also complete their thesis under the supervision of the JPME faculty.

CAPSTONE EXERCISES

Every year, the National Intelligence University participates in the Service War Colleges' end-of-year capstone employment exercises. Participation in these events allows NIU students to experience the operations and intelligence partnership in a dynamic setting while interacting with future leaders of government, the Armed Forces, and the Intelligence Community.

Students participate in an interactive set of multi-level, political-military situations, applying the diplomatic, information, military, and economic elements

of national power to the full range of possibilities. These include contingencies, humanitarian and peacekeeping operations, coalition and Joint Task Force building, and war. Students wishing to participate in these exercises must enroll in MSI 629, “Strategic Crisis Exercise,” which consists of up to eight class sessions at NIU in preparation for the exercise, followed by Temporary Duty (TDY) to one of the Service War Colleges or, when circumstances allow, a Combatant Command Joint Intelligence Operations Center (COCOM JIOC) in support of a theater staff exercise. While all NIU students are eligible to take MSI 629, priority registration is given to JPME students for whom MSI 629 is a program requirement.

U.S. ARMY PROFESSOR OF STRATEGIC INTELLIGENCE PROGRAM

Selected Army officers can compete for centrally selected Ph.D. programs, upon completion of which the officers become instructors at NIU. These officers should have approximately 15 years of service and already have an applicable graduate degree and suitable experience in the required field. Selected officers will use an advanced civil schooling Ph.D. allocation. This includes a three-year university residency (Phase I) prior to arrival at NIU, and two additional years (Phase II) to complete dissertation requirements after arrival. Army Educational Requirements System (AERS) utilization (98) as NIU faculty is six years in a DIA-authorized position. Promotion for officers appointed to this program will be in accordance with Army personnel policy.

ARMY ROTATING INSTRUCTORS

Officers selected as instructors are primarily direct hires from NIU programs. One to five outstanding students will be selected annually to serve 12–24 months as an NIU instructor. Proponents who wish to submit and reassign qualified officers may also submit packets prior to the annual selection process. This position entails classroom instruction and/or an individual research project. Officer AERS utilization (96) is as NIU faculty serving in the HQ Battalion account. Promotion for officers selected as NIU instructors will be in accordance with Army personnel policy.

THE PRESIDENT’S LECTURE SERIES

The President’s Lecture Series (PLS) provides NIU students with the opportunity to learn outside the classroom environment from senior leaders (military and

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civilian) with unique perspectives on topics concerning intelligence, policy, leadership, and important contemporary issues. The full-time PLS consists of seven to ten lectures per quarter (excluding the summer quarter) and is held in DIA Headquarters' Tighe Auditorium on Mondays from 1100–1230. The part-time PLS program is held on designated class weekends as scheduled by the Reserve/Monthly Executive (R/M) Program Director. The insights from speakers such as service chiefs, combatant command (COCOM) J2s, and other leaders of national intelligence agencies and foreign embassies complement formal instruction. Attendance by resident/full-time students is mandatory. Part-time students are welcome and encouraged to participate as their schedules allow.

BLENDED LEARNING OUTSIDE THE NCR: *Making education more accessible*

While the NIU main campus serves the resident full-time students and cohort students of the National Capital Region (NCR), there exists the need to serve the IC members who are globally dispersed. To effectively meet its mandate to provide relevant, accessible, and continuous intelligence education to this globally dispersed workforce, NIU established regional academic centers with area-specific graduate certificate programs. NIU will add academic centers and certificate programs based on IC requirements and as allowed by IC resources.

CONTINUING EDUCATION: *Lifelong learning opportunities*

Students who wish to take courses for professional development may apply as continuing education students. To qualify, students must have a bachelor's degree from a regionally accredited institution and meet all eligibility requirements. Students may register in courses on a space-available basis after degree students have registered. Only two courses taken in continuing education status, with a grade of B or better, may be applied toward a graduate degree from NIU. Applications are available on the NIU website (<http://www.ni-u.edu>).

TWO-YEAR, PART-TIME COHORT PROGRAMS

NIU offers students the opportunity to earn a degree part time. These opportunities include evening classes, space-available cohorts, regional academic centers, and a weekend monthly executive format option. While these programs are offered every year, actual degree offerings are subject to enrollment and faculty availability.

DIA COHORT PROGRAM

This highly competitive part-time program is designed for students to complete the MSSl or MSTI coursework and the master's thesis in two years. Students accepted in the program are assigned to two courses per quarter during the workday.

EVENING COHORT PROGRAM

The evening MSSl and MSTI programs are structured to allow students to complete the master's coursework and thesis in two years of evening classes. Students take their required core courses in the first year and complete the electives and thesis in the second year.

NIU ACADEMIC CENTER: NATIONAL SECURITY AGENCY

The National Intelligence University Academic Center at the National Security Agency was established by a memorandum of agreement between the Director, DIA, and the Director, NSA. Students are given two days per week to attend class and required to enroll in two courses per quarter for seven consecutive quarters.

Each class meets once per week. Students are encouraged to spend the full class day at the Center for Advanced Study of Languages in College Park, Maryland. The center houses a collection of books from the John T. Hughes Library, and there are computer workstations for students to conduct research, work on their coursework, and write their thesis.

NIU ACADEMIC CENTER: NATIONAL GEOSPATIAL-INTELLIGENCE AGENCY

The National Intelligence University Academic Center at the National Geospatial-Intelligence Agency was established by a memorandum of agreement between NIU and NGA.

Students are encouraged to spend the full class day at the NGA Academic Center to focus on their studies. There are computer workstations for students to conduct research, work on their coursework, and write their thesis.

NIU EUROPEAN ACADEMIC CENTER (EAC)

Starting in August 2011, NIU initiated educational offerings outside the United States through creation of its European Academic Center (EAC). Depending on demand and resource availability, the EAC offers master's and certificate courses in a part-time evening format to cohorts of students who take classes at the EAC, Joint Analysis Center, RAF Molesworth, England, and at U.S. European Command (USEUCOM) Headquarters, Stuttgart, Germany. The courses at these locations are taught by full-time and adjunct regional NIU faculty. Classes are often video teleconferences between instructors at one location and students at another instructional site. The EAC is managed by an NIU program director on site.

NIU SOUTHERN ACADEMIC CENTER (SAC)

The National Intelligence University has established the NIU Southern Academic Center (SAC) at the Regional Joint Intelligence Training and Education Facility at MacDill Air Force Base, Florida. This center offers master's degree and certificate courses in support of students from all of the military services and combatant commands in the southeastern United States. Classes are usually held in the evenings. This program is managed by an NIU program director on site.

NIU QUANTICO ACADEMIC CENTER (QAC)

The NIU Quantico Academic Center (QAC) in Quantico, Virginia, is scheduled for opening in Academic Year 2014–2015. This center may offer master's degree and certificate courses in support of students from all of the military and civilian intelligence agencies in the Quantico area. Plans provide for all QAC programs to be offered in the part-time, evening format. This program will be managed by an NIU program director on site.

RESERVE AND MONTHLY EXECUTIVE FORMAT (R/MEF) PROGRAM

The Reserve and Monthly Executive Format (R/MEF) program allows students to complete their coursework and thesis in two years. Classes meet all day Saturday and Sunday on selected weekends throughout the year—generally one weekend each month—with a two-week intensive, in-residence period each summer. The student body of this highly competitive program includes Reservists and civilian IC members, many of whom travel across the country to participate. Students are instructed by a dedicated cadre of Reserve and IC members, supplemented by

members of the full-time faculty. With the approval of their respective services, Reservists are eligible to receive normal drill pay.

As with all graduate-level programs, the R/MEF program requires significant time and commitment in addition to the drill weekends spent in class at the University.

Prospective students interested in these programs should apply to the University. At the same time, Reservists should apply to their parent organizations for a nomination to the R/MEF program. For more information on the R/MEF program, contact the National Intelligence University Admissions Office at (202) 231-3319 or NIUadmit@dodiis.mil.

ACADEMIC AWARDS

Each year the University presents several awards in recognition of academic excellence.

The National Intelligence University Intelligence Research Award is given by the National Intelligence University to a graduate student in recognition of the outstanding master's thesis during the academic year. Submissions are evaluated for originality, thoroughness of research, and contribution to the intelligence profession.

The Lyman B. Kirkpatrick, Jr., Award is presented by the National Intelligence University in recognition of the outstanding intelligence research paper of the school year. Papers considered for the award represent the best scholarship completed during the academic year in fulfillment of a course requirement. This award is named in honor of Professor Kirkpatrick, a member of the University's Board of Visitors for 18 years, who combined intelligence and scholarship in careers with the Office of Strategic Services (OSS), Central Intelligence Agency (CIA), and Brown University.

The A. Denis Clift Award is presented by the National Intelligence University in recognition of the outstanding undergraduate intelligence paper completed during the academic year in fulfillment of a BSI course requirement. Papers considered for the award represent the best originality, scholarship, style, format, and contribution to the intelligence enterprise. This award is named in honor of A. Denis Clift, the longest-serving President of what is now the National Intelligence University, under whose vigorous sponsorship the Bachelor of Science in Intelligence degree came to fruition.

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The Foreign Area Officer Association Lieutenant General Vernon A. Walters Award for International Affairs is presented to the NIU student producing the best graduate thesis on a topic related to international affairs, area studies, regional issues, FAO policy, the Defense Attaché System, the learning of critical foreign languages, cultural intelligence, or a closely related subject area.

The Michael D. Kuszewski, Lieutenant Colonel, United States Marine Corps, Award is presented by the National Intelligence University for the outstanding master's thesis on the Operations-Intelligence Partnership.

National Military Intelligence Association Awards are presented to the top graduates in the graduate and undergraduate programs. Candidates for these awards must be nominated by members of the faculty from among the top 10 percent of the class, based on final cumulative grade-point averages. This award is granted for academic achievement, research excellence, and service.

The Non-Commissioned Officers Association Military Excellence Award is presented for superior leadership and academic achievement to the top Non-Commissioned Officer in the graduate and undergraduate programs and the program for Reserves.

The Fleet Admiral Chester W. Nimitz Archival Research Award is given by the Joint History Office of the Chairman of the Joint Chiefs of Staff to the graduate student whose thesis best represents outstanding archival research in a military history field.

The Barton Whaley Denial and Deception Research Award is sponsored by the Foreign Denial and Deception Committee (FDDC) and presented in recognition of the master's thesis that most significantly contributes to the denial and deception discipline. Submissions will be evaluated for originality, thoroughness of research, well-defined relationship to the field, and the overall contribution to the field of denial and deception.

The Judge Allan Nathaniel Kornblum Award is given to the student who writes the best thesis on national security law or ethics benefiting the Intelligence Community and exemplifying Judge Allan N. Kornblum's commitment to national security, civil liberties, and outstanding scholarship.

The Military Order of the World Wars Award recognizes the best graduate thesis on a national security topic.

The Reserve Officers Association Award for Outstanding Scholarship and Military Leadership is given to the top reserve graduate in the Program for Reserves in recognition of outstanding leadership and academic achievement.

The Ann Caracristi Naval Intelligence Foundation Award for Academic Excellence is presented by the Naval Intelligence Foundation to the top maritime service student in the graduate program. The award is presented for the highest scholastic achievement in the graduate program by a member of the United States Navy, Marine Corps, or Coast Guard.

The Elizebeth S. Friedman Award is presented by the Coast Guard Foundation in recognition of the master's thesis that most significantly contributes to the U.S. homeland security intelligence mission. Submissions are evaluated for originality, thoroughness of research, and overall contribution to the nation's homeland security intelligence program. Dubbed "America's first female cryptanalyst," Ms. Friedman solved over 12,000 coded messages during the Prohibition era, effectively putting rum-running syndicates out of business on the U.S. Pacific and Gulf Coasts.

The National Intelligence Officer for S&T Award is presented by the National Intelligence Officer for S&T in recognition of the best master's thesis on an analytical Science and Technology Intelligence topic. Submissions are evaluated for originality, methodology, and overall contribution to the knowledge base in an S&T intelligence-related academic concentration.

The Scientific and Technical Intelligence Committee Award is presented in recognition of the master's thesis that most significantly contributes to the advancement of science in an Intelligence Community-related thesis. Submissions are evaluated for originality, experimentation, lab research, and overall contribution to the knowledge base in an S&T intelligence-related academic concentration.

The NIO Award for Cyber Intelligence Research is presented by the National Intelligence Officer (NIO) for Cyber Issues in recognition of the best master's thesis in the fields of cyber analysis, collection, operations, policy, or strategy. Submissions are evaluated based on originality, analytic methodology, technical acumen, and practical application.

The NIU Faculty Research Award is presented by NIU's Office of Research and recognizes the best faculty research conducted for the Intelligence Community. The research will be judged on the quality of research, resulting scholarship, and overall contribution to the Intelligence Community.

NIU LEADERSHIP

PRESIDENT

Leadership of the University is vested in the President, who is also a member of the Defense Intelligence Senior Executive Service (DISES). The President is the chief executive officer and charged with overall responsibility for managing the University. The President's responsibilities include management of the budget and facilities, as well as the education and research programs. The President is the primary liaison between NIU and DIA and participates in various DIA planning functions. In this process, the NIU President must compete with other DIA directorates for resources. When those other directorates are directly supporting ongoing overseas contingency operations, the President is faced with the reality that potential increased funding for the University means a trade-off in decreased or reduced funding for support of ongoing military operations. The President is also the primary representative of the University to the Intelligence Community and to U.S. Federal Government leadership.

BOARD OF VISITORS

The Board of Visitors (BOV) consists of 12 members, plus 3 ex officio members representing the Office of the Director of National Intelligence, the Central Intelligence Agency, and the Department of Homeland Security. Board members are appointed by the Secretary of Defense and operate within the guidelines of the Federal Advisory Committee Act (FACA). The BOV is charged with ensuring that the mission of the University is implemented, providing guidance to its chief executive officer, and reports its findings and recommendations to the Secretary of Defense and the Director of National Intelligence through the Director of the DIA. The BOV, in partnership with the University administration and faculty, ensures that the institution demonstrates integrity through the manner in which it specifies its goals, selects and retains faculty, admits students, establishes curricula, guides research programs, pursues relevant service, demonstrates attention to equity and diversity issues, allocates its resources, serves the intelligence and national security interests, and provides for the success of its students.

CHIEF OF STAFF

The Chief of Staff (COS) is the senior military member of the University and serves as the overall link between the University and the military services. The

COS is also the President's designated representative and ranking administrative official for the University in the President's absence.

EXECUTIVE VICE PRESIDENT AND PROVOST

The Provost is the University's Chief Academic Officer and advisor to the President on the content and direction of academic, research, and outreach programs. The Provost assists the President in the development, execution, review, and evaluation of all related activities, including academic policy and plans, faculty matters (both military and civilian), student admissions and evaluation criteria, curriculum and support resources, applied research, executive liaison within the service and Joint intelligence and educational communities, and representation of the University and DIA in educational forums. The Provost oversees the College of Strategic Intelligence, the School of Science and Technology Intelligence, the Center for International Engagement, and the Institutional Effectiveness Department.

VICE PRESIDENT FOR FINANCE AND ADMINISTRATION

The Vice President for Finance and Administration is responsible for the support operations of the University. Overseeing the Operations and Educational Technology Departments, the VP works closely with the University President in developing the annual budget, and oversees vital functions including personnel, security, contracting, space allocations, and NIU's educational technology systems.

VICE PRESIDENT FOR INSTITUTIONAL ADVANCEMENT AND OUTREACH

The Vice President for Institutional Advancement and Outreach directs DIA's engagement with the senior-level colleges of the Defense Department, including the National Defense University and the military war colleges. Responsibilities include education and research programs, as well as relationships with outside constituencies. The Vice President serves as the Government Liaison with the National Intelligence University Foundation and the NIU Alumni Association.

VICE PRESIDENT FOR RESEARCH AND THE NIU OFFICE OF RESEARCH

The NIU Office of Research (OOR) is the focal point for NIU research collaboration with the Intelligence Community. OOR manages the Center for Strategic

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Intelligence Research (CSIR), the NIU Research Fellows Program, the National Intelligence Press, and the John T. Hughes Library. The Office of Research also serves as administrator for NIU's Human Subjects Protection Program.

REGIONAL RESEARCH INITIATIVES: CSIR supports Regional Research Initiatives for Africa and for the Western Hemisphere. The initiatives connect researchers from academia, international organizations, and the IC to address strategic intelligence topics of interest to senior policymakers.

NIU-IC RESEARCH WORKSHOPS: The NIU-IC Research Workshop series builds relationships among researchers of all types across the IC and leverages the strengths of each agency to address research challenges.

NIU RESEARCH FELLOWS PROGRAM

CSIR operates two research fellows programs to promote and conduct academic research within the Intelligence Community.

- The NIU Research Fellowship is available to active-duty members of the U.S. military who meet the eligibility requirements of the program. Fellows are nominated by their home offices and are assigned to CSIR for a one-year rotation. CSIR hosts two to four NIU fellows per year.
- CSIR also administers the ODNI Exceptional Analyst Program on behalf of the National Intelligence Council Strategic Futures Group. The application process is competitive. Professionals from across the IC must apply directly to the program and have the support of their supervisors and agencies to participate if they are selected. CSIR hosts three to five fellows per year. The period of performance is one year.

The research fellows work with CSIR mentors and NIU faculty to refine their proposals, execute their research, and complete written products. The fellowships also offer research funding for data collection and analysis. All fellows produce an article, essay, technical report, or book. Finished products may be eligible for publication by the National Intelligence Press. Individuals interested in applying for a research fellow position may contact the Center for more information at Research@NI-U.edu.

NATIONAL INTELLIGENCE PRESS

The NI Press is a scholarly academic press dedicated to publishing high quality, valuable, and timely books on topics of concern to the Intelligence Community and the U.S. government.

The University, through the NI Press, publishes the work of NIU faculty, research fellows, students, and Intelligence Community professionals. The NI Press encourages its authors to exercise their academic freedom to introduce new perspectives on key issues within the community. All NI Press products undergo peer review by senior government officials and subject matter experts before publication to ensure accuracy and relevance.

Anyone may download a free electronic copy of NI Press books at <http://www.NI-U.edu>. U.S. government employees may request a complimentary copy of any book by contacting the press at NI_press@dodiiis.mil. The general public may purchase copies of some NI Press books from the Government Printing Office (GPO) at <http://bookstore.gpo.gov>.

JOHN T. HUGHES LIBRARY

The John T. Hughes Library serves as the all-source research and information resource for the National Intelligence University and the analytical staff of the Defense Intelligence Agency. The goal of personnel at the John T. Hughes Library is to guide patrons through the many all-source print and electronic resources, getting to the exact information needed—quickly and easily. The library plays a key role in enhancing the competence of intelligence professionals by providing patrons with all-source academic research assistance, instruction, and comprehensive collections and tools that support the curriculum of the University and the all-source intelligence requirements of the Agency. The library is committed to building its collections and services to align with the University's future-focused curricula and the broader mission of the Defense Intelligence Agency.

GENERAL LIBRARY INFORMATION

The library is located on the 4th floor of the DIA HQ. The library's staff operating hours are 0700–1630, Monday through Friday. However, the library is accessible to users 24 hours a day, seven days a week.

LIBRARY RESOURCES

RESEARCH LIBRARIANS: Professional research librarians are here to help and should be freely approached for information, research assistance, and

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instructional help in using the library's resources. They are experts in the organization and retrieval of information, and they have extensive skills and experience in searching online databases and Internet resources for information. They welcome questions and are pleased to assist in patrons' research.

The librarians provide general information, in-depth research including LexisNexis and Dialog searches, assistance with other electronic resources, and assistance and instruction in using the library's electronic databases during staff operating hours of 0700–1630, Monday through Friday.

For research assistance at one's desk, at home, or after hours, patrons can contact the research librarians at JTH_Library@dodiis.mil.

COLLECTIONS: The library's general holdings comprise over 70,000 books and reference materials, over 300 worldwide journals and periodicals, an extensive map and atlas collection, audio CDs, and DVDs. Additionally, the reference reading room houses the complete collection of unclassified NIU student theses dating back to the late 1960s. This collection includes original research and extensive bibliographies on intelligence-related topics.

ELECTRONIC RESOURCES: The library provides access to 20 subscription databases focusing on academic research resources. Some examples of the library's subscriptions are as follows: ProQuest Research Library, JSTOR, Congressional Research Reports, EBSCOhost, Gale, and Europa World Plus, as well as e-book subscriptions through Praeger Security International Online, MilitaryNetBase, and Ebrary. These combined subscriptions put millions of research periodical and books at users' fingertips. The library can supply access information at JTH_Library@dodiis.mil.

VICE PROVOST AND DIRECTOR, INSTITUTIONAL EFFECTIVENESS DEPARTMENT

The Vice Provost is the Deputy Chief Academic Officer and reports to the Provost. Under the principal purview of the Vice Provost are the Registrar and University Admissions Department, the Institutional Effectiveness Department, and the NIU Academic Centers. The Vice Provost serves as an evaluator for the Middle States Commission on Higher Education and J7/Joint Professional Military Education Process for Accreditation of Joint Education (PAJE) Team Evaluator for colleges and universities. As a University advisor to the Provost, the Vice

Provost and Director of Institutional Effectiveness develops, implements, and manages an institutional assessment and reporting plan, incorporating the latest methodologies designed for outcomes assessment in higher education. The Director of Institutional Effectiveness leads the analysis of academic and institutional performance trends and the collection and reporting of outcome data for purposes of institutional effectiveness and improvement. The Director serves as the Human Protections Administrator for the Human Research Protection Program/National Intelligence University's Institutional Review Board (IRB), ensuring that appropriate oversight mechanisms, policies, and procedures have been implemented to guarantee compliance and assurance with the Department of Health and Human Services/Department of Defense (HHS/DoD) determinations of the IRB.

DEAN OF THE COLLEGE OF STRATEGIC INTELLIGENCE

The Dean of the College of Strategic Intelligence is responsible for daily operations of the College's academic programs: the Master of Science of Strategic Intelligence (MSSI) degree program, the Bachelor of Science in Intelligence (BSI) program, Certificates of Intelligence Studies (CIS), research, and program modifications. The Dean has the responsibilities of faculty assignment, support, and student evaluations. The Dean also directs the accomplishment of faculty development, governance, scheduling, and student orientation. The Dean is supported by the Associate Deans, Department Chairs, Program Directors, appointed faculty boards, Academic Center Program Directors, Senior Service Advisors, and Track Advisors.

ASSOCIATE DEAN OF THE COLLEGE OF STRATEGIC INTELLIGENCE

The Associate Dean of the College of Strategic Intelligence assists the Dean in daily academic and operational management. In the absence of the Dean, the Associate Dean serves with programmatic and supervisory authority as the acting Dean. The Associate Dean also directs the Graduate Thesis Program, including approval of topics, extensions, thesis load tracking, readers, research travel, completion, and submission. In coordination, the Associate Dean plans, manages, and oversees the conduct of the President's Lecture Series and assists the Dean in planning and executing the academic schedule.

DEAN OF THE OETTINGER SCHOOL OF SCIENCE AND TECHNOLOGY INTELLIGENCE

The Dean of the Oettinger School of Science and Technology Intelligence is responsible for daily operations of the School's academic programs: the Master of Science and Technology Intelligence (MSTI) degree program, and research and program modifications. The Dean has the responsibilities of faculty assignment, support, and student evaluations. The Dean also directs the accomplishment of faculty development, governance, scheduling, and student orientation. The Dean is supported by the Associate Dean, a Program Director, appointed faculty boards, Faculty Administrators, Academic Center Program Directors, Senior Service Advisors, and Track Advisors.

ASSOCIATE DEAN OF THE OETTINGER SCHOOL OF SCIENCE AND TECHNOLOGY INTELLIGENCE

The Associate Dean of the Oettinger School of Science and Technology Intelligence (S&TI School) assists the Dean in daily academic and operational management. In the absence of the Dean, the Associate Dean serves with programmatic and supervisory authority as the acting Dean. The Associate Dean also directs the Graduate Thesis Program, including approval of topics, extensions, thesis load tracking, readers, research travel, completion, and submission. The Associate Dean is responsible for the planning and scheduling of the S&TI School's academic schedule.

ASSOCIATE DEAN FOR ACADEMIC CENTERS AND BLENDED LEARNING

As the National Intelligence University expands its offerings to locations geographically separated from the main campus, the Associate Dean for Academic Centers and Blended Learning serves as the main point of contact for the academic centers. The Associate Dean helps coordinate scheduling, logistical support, liaison, faculty development, and student issues, and represents the various centers to the NIU Deans, Associate Deans, and Provost. The Associate Dean is also responsible for researching and, if necessary, developing new and enhanced methods of instruction to ensure that the students at the NIU academic centers receive an education that is as close in quality as possible to that received by NIU students at its main campus.

PROGRAM DIRECTORS

The Program Directors have overall responsibility for managing the day-to-day operations of their programs. They work closely with the Deans, Associate Deans, and faculty on workload recommendations, teaching assignments, and course scheduling, as well as on recruitment and supervision of part-time and adjunct faculty. The Program Directors arrange peer review of courses; they also provide input to the Deans and Associate Deans for faculty evaluation regarding classroom performance, including currency of course content, realistic level of course materials/readings, and an appropriate level of classified materials. The Program Directors are responsible for fostering collegial participation in curriculum development through Quality Circles, including assessment of courses (both core and program-specific) and program goals.

DEPARTMENT CHAIRS

Department Chairs are GS-15, senior GS-14, and field grade military officer faculty members who advise and evaluate assigned faculty members. They help facilitate instructional and information-sharing opportunities; serve as intermediate-level supervisors for leave, time, and attendance of assigned faculty; complete annual evaluations of assigned faculty; make recommendations to Program Directors regarding instructor teaching assignments; and perform other duties as assigned by the Deans or Associate Deans.

CONCENTRATION CHAIRS

Concentration Chairs are GG-15, senior GG-14, and field grade military faculty members who develop, review, and evaluate the concentration curriculum, and provide input to budget and program planning and development. Concentration Chairs also serve as intermediate-level supervisors for time and attendance, complete performance review and assessment for assigned faculty and other administrative duties, and perform other duties as assigned by the Deans or Associate Deans.

SENIOR SERVICE ADVISORS

Senior Service Advisors (SSAs) assist full-time students in meeting the policy and administrative requirements of their parent service or organization while at NIU; the University uses SSAs from the faculty. All of the military services

and civilian intelligence organizations are represented by SSAs. Events such as annual evaluations, training reports, disenrollment procedures, student leave, emergency leave, and other contingencies are coordinated by the student's SSA. Military SSAs work with their service's element to ensure that each student is informed of the parent service's policies and to coordinate each student's administrative requirements. SSAs for civilian students will liaise with the students' agencies for any of the students' administrative requirements.

TRACK ADVISORS

To enhance students' learning experience through interaction with other intelligence organizations represented in each year's class, students are organized into student tracks. These tracks consist of eight to twelve students from the different intelligence organizations and military services represented in the class. The University appoints a faculty member to serve as the track advisor, and he or she chooses a student track leader. Students must take all of their core courses in their assigned track. Any changes to preregistered course sections must be approved by the student's Dean. The track advisor advises the students on academic issues such as class scheduling, thesis issues, and any problems the student may have academically. Track advisors conduct regular meetings, individual mentoring sessions, and social events to help students adjust to the rigors and requirements of obtaining an NIU degree.

COLLEGE OF STRATEGIC INTELLIGENCE



ABOUT THE PROGRAM

The Strategic Intelligence program covers the entire U.S. Intelligence Community and its mission, the environment in which it must function, and the potential adversaries it may deal with now and in the future. The program also focuses on the intelligence required to support the National Security Strategy and component strategies. The National Intelligence University, through the MSSSI program, brings together students from across the entire Intelligence Community, including its military elements. By studying with and about each other's agencies, and being guided by the NIU faculty through curricula on global issues, regional studies, intelligence practices, and capabilities (including those of potential adversaries), MSSSI graduates earn a broader understanding of the entire IC, its challenges, and its role in supporting national security strategy.

DEFINING STRATEGIC INTELLIGENCE

The profession of intelligence and its role in supporting national security strategy requires mastery of much more than an individual skill or discipline. It requires an understanding of the Intelligence Community and its agencies, and the IC's relationship with policymakers and other leaders. Educated intelligence professionals are expected to understand the interaction among national intelligence, allied intelligence services, and domestic national security communities. Strategic intelligence requires an expansive vision of an integrated world.

The Master of Science of Strategic Intelligence program educates students on the components and sum of the parts that the Intelligence Community comprises, the environment in which it functions, and the nature of the threats

facing the United States. The MSSI course of study also evaluates the national security strategy for dealing with the threat(s), and the IC's support of that strategy. This knowledge is intended to help the student comprehend the nature of the intelligence needed to support the strategies for national security, intelligence, and defense of the United States.

THE COLLEGE OF STRATEGIC INTELLIGENCE DEPENDENCIES

The NIU core establishes a common framework of value to all members of the intelligence profession. Global awareness, regional assessments, adversary strategy assessment, IC collection, analysis, and IC composition immediately broaden the knowledge and awareness of the students. This goes beyond any single intelligence practice or discipline. While each IC agency trains its members on that agency's practices and culture, the MSSI brings to light how the entire collection of agencies supports national security and national strategy, and describes the impact of externally driven events on both.

The MSSI curriculum focuses on developing awareness and knowledge, and applying collection and analytical skills, to provide national security leadership the edge in decisionmaking and the best possible intelligence to forces in the field.

Throughout its history, NIU has sought to bring the often disparate elements of the IC together for its students, and to address the challenges facing U.S. national security. The overall "strategy" that NIU relies on to prepare its students for future IC needs and challenges comprises understanding the entire IC and how it functions, and having frameworks and approaches to assessing the potential for conflict and capabilities of potential adversaries.

THE COLLEGE OF STRATEGIC INTELLIGENCE DISTINCTIVE CHARACTERISTICS

The MSSI curriculum covers a broad range of knowledge along with academic and professional disciplines. Students must be federally employed or members of the U.S. Armed Forces, possess the necessary clearances, and, ideally, have experience in intelligence or a field of federal service connected with intelligence. The MSSI curriculum integrates the DNI's published competencies, knowledge, and skills within the core construct of the University. Students in the degree program take the core courses to introduce students to the strategic nature of intelligence analysis.

Students in the MSSI program study the human-driven elements of intelligence, covering political, military, economic, technical, and cultural topics as they relate to intelligence. Their thesis research must deal with a topic of importance to the IC and include original research and recommendations.

MISSION OF THE COLLEGE OF STRATEGIC INTELLIGENCE

The mission of the College of Strategic Intelligence is to use education and research to prepare intelligence professionals from the civilian and military components of the Intelligence Community to work with skill and dedication in effectively integrating the complete spectrum of intelligence capabilities in defense of the United States, its people, and its interests at home and abroad.

VISION OF THE COLLEGE OF STRATEGIC INTELLIGENCE

Through the work of its students and faculty, the College strives to become the center of academic knowledge regarding intelligence practices, strategic intelligence, and the Intelligence Community.

MASTER OF SCIENCE OF STRATEGIC INTELLIGENCE

PROGRAM LEARNING OBJECTIVES

The MSSI seeks to:

- Educate intelligence professionals from across the Intelligence Community to understand and evaluate the nature of global, regional, and societal environments in which U.S. policymakers and commanders must effect U.S. national security policy.
- Enable NIU students to better comprehend and analyze the strategic capabilities of the entire U.S. Intelligence Community and how they are used in supporting U.S. national security leadership.
- Enhance students' knowledge of the legal, ethical, and financial frameworks that form the boundaries within which the U.S. Intelligence Community must function, and prepare students to evaluate those boundaries in relation to an intelligence issue or problem.
- Have students create an environment in which they work through collaboration and teamwork while recognizing each individual's area of

specialization and expertise, and thus enhance their awareness of the U.S. Intelligence Community and students' potential for future strategic leadership of the IC.

SKILLS, COMPETENCIES, AND INTELLIGENCE CAPABILITIES

Students in the MSSI program must conduct original research, display critical and creative thinking, and present their ideas orally and through effective written exercises, including a graduate thesis. They must demonstrate independent learning and skill in research and reasoning, information retrieval, and source evaluation, and formulate conclusions despite informational ambiguities.

CORE CURRICULUM

The core curriculum is designed to help students develop global awareness and to understand how historical, economic, cultural, political, and social contexts affect intelligence and national security. Such understanding is essential for a program founded on the premise that world events can only be understood by employing a variety of disciplinary perspectives, and that these events must be understood in global, regional, and local contexts. **All students must take their core classes in their assigned tracks. Any switching or transfers to another track's core classes must be specifically approved by the Dean of the College of Strategic Intelligence.**

ELECTIVES

Elective courses provide students with the opportunity to explore strategic topics across the five areas of study.

- Military Strategy: Intelligence in Combat and Peacetime
- Intelligence Community Issues and Management
- Transnational Threats: Intelligence Challenges
- The Geostrategic Environment: Closing Intelligence Gaps
- Foreign Denial and Deception

MSSI DEGREE REQUIREMENTS

The Master of Science of Strategic Intelligence degree program consists of 43 quarter credit hours, including five core courses (15 credit hours), one program requirement (3 credit hours), six electives (18 credit hours), and the thesis (7 credit hours).

REQUIRED CORE COURSES (15 credit hours)

MCR 601	Intelligence and the Global Strategic Environment
MCR 603	Social Analysis and the Spectrum of Conflict
MCR 607	Intelligence Reasoning and Analysis
MCR 609	The Compound Eye: Intelligence Collection
MCR 611	Intelligence and National Security Policy

THESIS COURSES (7 credit hours)

MCR 701	Thesis Methodology and Design (3 credits)
MCR 702	Thesis Proposal (2 credits)
MCR 703	Thesis Research (1 credit)
MCR 704	Thesis Completion (1 credit)

PROGRAM REQUIREMENT (3 credit hours)

Students may choose one:

MST 613	Science and Technology
MSI 615	Deconstructing Strategy

THE MASTER'S THESIS

The Master of Science of Strategic Intelligence thesis is a written presentation of original research that examines a strategic intelligence or intelligence-related topic and contributes to the overall knowledge base of the IC.

In MCR 701, all degree candidates are required to form a committee and select an intelligence topic for developing a thesis. In MCR 702, thesis students, in consultation with their committee, develop and obtain approval of their thesis proposal. Thesis proposals should clearly state the nature of the intelligence problem to be addressed, the approach used in addressing the problem, and methods (analytical, observational, statistical, etc.) for data collection and analysis. In MCR 703, students conduct thesis research on their approved thesis topic.

Thesis research must be rigorous, not only demonstrating an understanding of the existing literature, but also fully and properly applying analytical

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methodologies that are appropriate to the topic under investigation. An acceptable thesis must be based on sound, valid, and clear argumentation; provide documentation sufficient for the research to be replicated; and contribute to the body of intelligence literature.

All theses will be researched and written under the close guidance of a thesis chair and a reader. Classified theses are highly encouraged, but the thesis may be classified or unclassified. MCR 704 is the course in which students complete their thesis. An expanded discussion of student thesis requirements can be found on Blackboard under the Thesis Support tab.

ELECTIVES (18 CREDITS)

Elective courses provide students with the opportunity to explore five strategic areas in more detail or select a broad array of courses across the offerings. Students may select electives from any of the University's graduate-level courses.

MILITARY STRATEGY: INTELLIGENCE IN COMBAT AND PEACETIME

MSI 619	Asymmetric Warfare: Future Strategies
MSI 621	Joint Campaign Planning and Intelligence*
MSI 625	Peacekeeping and Stability Operations
MSI 627	Engaging International Partnerships
MSI 629	Strategic Crisis Exercise*

*Required for students in the JPME Studies Program.

INTELLIGENCE COMMUNITY ISSUES AND MANAGEMENT

MSI 635	Leadership and Management in the Intelligence Community
MSI 637	Intelligence Resource Management: Process, Politics, and Money
MSI 638	Ethics and Intelligence
MSI 639	Intelligence and National Security Law
MSI 641	Advancing Intelligence Collection
MSI 642	Signals Intelligence Resources, Methods, and Operations
MSI 643	Advanced Methods of Intelligence Analysis
MSI 644	Transnational Issues in a Cryptologic Environment
MSI 645	Covert Action
MSI 646	Current Cryptologic Issues
MSI 647	Operational Capabilities Analysis

MSI 648	Geospatial Intelligence: Situational Awareness for Decision Advantage
MSI 698N	Comparative Intelligence

TRANSNATIONAL THREATS: INTELLIGENCE CHALLENGES

MSI 650	Economics and Intelligence
MSI 651	Roots of Terrorism
MSI 653	Transnational Threat Environment
MSI 657	Intelligence to Protect the Homeland
MSI 659	Countering the Terrorist Threat
MSI 661	Counterintelligence

THE GEOSTRATEGIC ENVIRONMENT: CLOSING INTELLIGENCE GAPS

MSI 655	Islam and the Modern World
MSI 671	Africa: Geostrategic Intelligence Issues
MSI 673	Northeast Asia: Geostrategic Intelligence Issues
MSI 675	South Asia Intelligence Issues
MSI 677	China in the Future
MSI 679	Europe: Intelligence Partner and Analytic Subject
MSI 681	Latin America: Geostrategic Intelligence Issues
MSI 683	The Middle East: Geostrategic Intelligence Issues
MSI 684	Sociocultural Intelligence
MSI 685	Russia: Geostrategic Intelligence Issues
MSI 687	The Caucasus
MSI 688	The Near Abroad
MSI 698I	Iran: Geostrategic Intelligence Issues

NIU FOREIGN DENIAL AND DECEPTION CERTIFICATE AND CONCENTRATION

The NIU Foreign Denial and Deception Certificate is offered in both the College of Strategic Intelligence and the School of Science and Technology Intelligence. The academic requirement for the Foreign Denial and Deception Certificate comprises the courses listed below.

MSI/MST 660	Introduction to Denial and Deception: History, Concepts, Issues, and Implications
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MSI/MST 662	Denial and Deception: Psychological/Cultural Aspects, and National Security Decision Making
MSI/MST 664	Denial and Deception: Adversaries, Organizations, Activities, and Countermeasures
MSI/MST 668	Denial and Deception: Tradecraft, Tools, and Methodology
MSI/MST 629	Strategic Crisis Exercise (Denial and Deception-specific)
Research*	Degree students complete MCR 704; certificate-only students complete individual research project
Research*	Oral defense of thesis or individual research

COLLEGE OF STRATEGIC INTELLIGENCE CERTIFICATES OF INTELLIGENCE STUDIES AND CONCENTRATIONS

The College of Strategic Intelligence offers Certificates of Intelligence Studies (CIS). The program allows non-degree-seeking students the opportunity for an in-depth graduate-level study of intelligence topics. CIS programs are conducted at designated offsite locations and/or at the Defense Intelligence Agency Headquarters. Interested students or agencies may coordinate offerings, location, and timing of the specific certificates with NIU. Certificate availability is subject to enrollment, space availability, faculty availability, and other NIU commitments and priorities.

Students interested in applying for a CIS program must possess an undergraduate degree. Students already enrolled in an NIU graduate degree program can take certificate courses but cannot be awarded a CIS. They will instead be awarded a concentration, provided they meet all requirements for the concentration. Certificate students who subsequently decide to apply to an NIU graduate program can only apply to transfer six credits toward their NIU master's degree.

CIS IN AFRICA: STRATEGIC INTELLIGENCE STUDIES

MSI 671	Africa: Geostrategic Intelligence Issues
MSI 572	Africa: Intelligence and National Security Strategy
MSI 573	Conflicts in Africa
MSI 574	Africa: Peacekeeping and Peace Enforcement

CIS IN CHINA: INTELLIGENCE CONCERNS

MSI 576	Introduction to China Intelligence Studies
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* No course number

MSI 577	China's Grand Strategy and Foreign Policy
MSI 578	China Military Capabilities and Strategy
MSI 579	Chinese Intelligence and Information Operations

CIS IN COUNTERINTELLIGENCE

MSI 661	Counterintelligence
MSI 562	Counterintelligence Analysis
MSI 563	Counterintelligence Operations and Investigations
MSI 579	Chinese Intelligence and Information Operations

CIS IN AFGHANISTAN AND PAKISTAN

MSI 583	Pakistan Intelligence Issues
MSI 584	Afghanistan Intelligence Issues
MSI 655	Islam and the Modern World
MSI 675	South Asia Intelligence Issues

CIS IN EURASIA

MSI 685	Russia: Geostrategic Intelligence Issues
MSI 688	The Near Abroad
MSI 687	The Caucasus
MSI 686	Central Asia: Geostrategic Intelligence Issues
MSI 589	Graduate Colloquium in Eurasian Studies
Research*	Degree students complete MCR 704; certificate-only students complete individual research project

CIS IN LEADERSHIP AND MANAGEMENT IN THE INTELLIGENCE COMMUNITY

MSI 598Q	Leadership and Intelligence
MSI 598R	Leadership, Intelligence, and National Security Decisionmaking
MSI 598P	National Security Law and Ethics
MSI 5980	Organizational Management and Change

CIS IN STRATEGIC WARNING ANALYSIS

MSI 598W	History of Warning Intelligence
MSI 598Y	Challenges in Strategic Warning
MSI 598Z	Warning Theory and Methodologies
Elective	Any Regional or Functional Elective

* No course number

BACHELOR OF SCIENCE IN INTELLIGENCE

The Bachelor of Science in Intelligence (BSI) is a fourth-year program that affords students who have completed three years or equivalent credits (80 semester hours minimum) of undergraduate study a way to earn their undergraduate degree in intelligence. It is designed to encourage the development of inquiring, responsible graduates who will dedicate themselves to the improvement of the national Intelligence Community.

The BSI curriculum consists of 11 core courses and 6 electives, including the capstone project, for a total of 57 quarter credit hours. The core curriculum provides an overview of globalization and the intelligence landscape. Such understanding is essential for a program founded on the premise that world events can only be understood by employing a variety of disciplinary perspectives, and that they must be understood in a global and geostrategic context.

Students in the BSI program must write and present their ideas effectively; learn independently; use technological tools; retrieve and evaluate sources; develop critical, independent, and creative thinking; and tolerate complexity and ambiguity. Students will develop a respect for self and others in collaborative work.

At the conclusion of the program, the capstone project allows each student to demonstrate critical thinking and innovative analytical problem-solving in a collaborative environment. The project is an opportunity for students to demonstrate that they have achieved the learning outcomes established for the BSI program. The nine-credit experience integrates learning from the core and elective courses, and requires the application of that learning to a significant intelligence problem. Throughout the BSI program, student formative outcomes are assessed by examination, case studies, written projects, and oral presentations. The capstone project serves as a summative evaluation of student learning, and cultivates alliances and cooperation among faculty and students.

To ensure that students are prepared as a group to collaborate on the capstone project, some elective courses will be required to prepare for the project. Each year, a faculty team will determine the intelligence issue for the project (e.g., Hezbollah, Latin America, Middle East), and work as a team with the students throughout the project.

BACHELOR OF SCIENCE IN INTELLIGENCE PROGRAM

FALL QUARTER (15 CREDITS)

BSI 401	Globalization and the Intelligence Landscape
BSI 403	Intelligence Analysis
BSI 405	Collection Assets and Capabilities
BSI 407	The Nature of Conflict and Conflict Capabilities
BSI 409	Intelligence and National Security Strategy

WINTER QUARTER (15 CREDITS)

BSI 411	Culture and Identity in an Age of Globalization
BSI 413	Science, Technology, and Intelligence
BSI 415	Terrorism: Origins and Methodologies
BSI 495	Analytic Methods
Elective*	

SPRING QUARTER (15 CREDITS)

Elective	
Elective	
Elective	
Elective	
BSI 496	The Analyst-Collector Integration

SUMMER QUARTER (12 CREDITS)

Elective	
BSI 497	Capstone Integration

* Designated by the faculty team to prepare students for the capstone project.

ELECTIVE COURSES

BSI 417	Intelligence: Building Stability and Peace
BSI 419	Introduction to Denial and Deception
BSI 421	Information Operations
BSI 425	Homeland Security and Intelligence
BSI 427	Proliferation of Weapons of Mass Destruction
BSI 431	Africa: Intelligence Issues
BSI 433	Middle East: Intelligence Issues
BSI 435	Eurasia: Intelligence Issues
BSI 437	Southwest Asia: Intelligence Issues
BSI 439	East Asia: Intelligence Issues
BSI 441	Latin America: Geostrategic Intelligence Issues
BSI 498	Special Topics in Intelligence
BSI 498E	Europe: Intelligence Issues

BSI students have the option to take one MSI or one MST elective course on a space-available basis in lieu of one BSI elective course.

SCHOOL OF SCIENCE AND TECHNOLOGY INTELLIGENCE



MASTER OF SCIENCE AND TECHNOLOGY INTELLIGENCE

ABOUT THE PROGRAM

Science and technology (S&T) are the great enablers of change in the world. The modern ability to access tremendous bodies of knowledge, coupled with near-instant communication, has increased the rate of global development of S&T, transforming not only the time between initial discovery and application but also the ability of new and unexpected participants in technology utilization. With these tools in the context of globalization, anyone, from nation-states to individuals, has the potential ability to innovate and apply S&T at both the strategic and tactical levels. In this dynamic environment, there is a compelling strategic need for the Intelligence Community to have the technical depth, skills, and tools to understand the potential of S&T to impact the United States' role in the world.

In the past, major S&T innovation has come from highly developed nations with large resource bases willing to take on high-risk, low-success initiatives. This paradigm has changed; today, S&T development is conducted nearly anywhere, physically or virtually, in the world. Additionally, S&T development is no longer solely funded by—or conducted in—wealthy nations or state-sponsored laboratories. In fact, corporations, national and multinational, are willing and committed to take on high-risk and high-reward research and are increasingly becoming the largest sources of S&T funding. For the U.S. Department of Defense, this means that technologies that affect DoD's mission can be designed and developed anywhere in the world. As a consequence, the ability to identify emerging technologies and warn about the disruptive nature of foreign

developments through Scientific and Technical Intelligence (S&TI) must have a broader, worldwide focus that builds upon the traditionally peer and “near-peer” competitors but extends beyond to the world of nontraditional sources of technology and asymmetric adversaries.

S&T Enables Symmetry: Even though the world has changed due to globalization and its inherent challenges, traditional peer-on-peer-style S&TI is still relevant. State-sponsored S&T development will always exist in some form. However, the purchase of technological components and scientific expertise through both legal and clandestine sources is more frequently serving as an alternative to domestic S&T development, as globalization has made both options easier to conduct as well as to conceal. The ready availability of both routes to S&T advancement enables more potential adversaries to develop and maintain capabilities equal or near-equal to those of the United States.

S&T Enables Asymmetry: Through the use of globalized S&T and improvised uses of standard technologies, smaller groups and countries have been able to reduce—if not nullify—U.S. strategic advantages. For example, the proliferation of improvised explosive devices (IEDs), which are relatively inexpensive, has caused the United States to change its allocation of resources, strategic plans, and tactical methodologies, at great expense. Asymmetric uses of S&T are expected to proliferate throughout the world in the foreseeable future. For the Intelligence Community, mere understanding of a technology’s current or intended application is no longer sufficient; mastery of S&T and emerging technologies must also include the foresight to predict possible improvised applications that could affect U.S. policies, strategies, or tactics.

DEFINING SCIENTIFIC AND TECHNICAL INTELLIGENCE

Four defense intelligence strategic goals are:

- To extend the full advantage of the U.S. intelligence enterprise to all defense users to ensure timely and accurate decisions, as well as to ensure defense intelligence is available to the broader U.S. intelligence enterprise.
- To enhance all services and capabilities provided by the U.S. intelligence enterprise to satisfy the changing needs of defense intelligence users.
- To explore concepts, technologies, and strategies to address customer requirements and emerging threats.
- To enable the U.S. intelligence enterprise to counter and deny adversary capabilities to acquire and exploit U.S. technologies or knowledge of the battle space.

Joint Publication 2-01 defines S&TI as the “product resulting from the collection, evaluation, analysis, and interpretation of foreign scientific and technical information that covers: a. foreign developments in basic and applied research and in applied engineering techniques; and b. scientific and technical characteristics, capabilities, and limitations of all foreign military systems, weapons, weapon systems, and materiel; the research and development related thereto; and the production methods employed for their manufacture.”

The Director of National Intelligence (DNI), Office of the IC Chief Human Capital Officer, defines Science & Technology Intelligence Analysis as the “application of knowledge of basic and applied science and technical research and development processes and techniques with respect to developments in foreign intelligence capabilities.”

This encompasses three primary activities:

- Analysis and reporting on foreign capabilities, motivations, or intentions related to emerging, critical, or disruptive technologies and weapons system S&T and programs.
- Contributions to the scientific and technical analysis portion of intelligence assessments.
- Supporting intelligence collection activities to close intelligence gaps related to foreign scientific and technical intelligence.

THE SCHOOL OF SCIENCE AND TECHNOLOGY INTELLIGENCE DEPENDENCIES

The core courses of the School of Science and Technology Intelligence concentrate on the shared dependencies of all intelligence: those of political, military, and social context; those of global communications and exchanges; and those of historical and current events and conflicts. Thus, the core courses of the School are shared with the University.

This demands a focus on externally driven events, recognizing that analysts and collectors must have a global perspective and understand the interconnected nature and interaction effects of global, regional, and local events. Intelligence is characterized by an understanding of customer requirements and innovation, and is inherently future-focused because it is closely connected to changing world conditions.

The curriculum focuses on developing and applying forecasting and analytical skills, sustaining and supplying scientists and engineers for national security elements, and enhancing operational capability options for U.S. warfighters and strategic decisionmakers. In this context, the School of Science and Technology Intelligence was developed to address analytic challenges of assessing and warning about threats arising from foreign science and technology.

SCHOOL OF SCIENCE AND TECHNOLOGY INTELLIGENCE DISTINCTIVE CHARACTERISTICS

The requirements of science and technology intelligence begin with a sophisticated understanding of the technological and engineering base. Only in that context can the intelligence question be framed and taught. This requires a specifically educated faculty: those who have technical degrees and backgrounds in developing and analyzing technologies; those with experience in technology acquisition, deployment, and development; and those with specific technical understanding. The student base for graduate education for a degree in the School of Science and Technology Intelligence likewise needs to have a working knowledge of the underpinnings of the science and technology that enter into the intelligence realm. As such, the student body tends to have characteristics that are significantly different from those involved in the advanced policy, political, and military strategic intelligence of the University's current elective program.

The S&TI School complements the capabilities of the College of Strategic Intelligence by providing select science and technology-focused students with better opportunities for effective science-based research, focused education, and interagency outreach within a science-based educational paradigm.

The Master of Science and Technology Intelligence (MSTI) curriculum was developed by integrating the DNI's published competencies, knowledge, skills, and abilities for S&T intelligence officers with the already effective core construct of the University. Students in the degree program take a similar set of core courses designed to introduce students to the strategic nature of intelligence analysis. While students in the MSSSI program focus on political science and policy-based topics, students in the MSTI program follow a designed concentration of study to focus their education on their area of thesis research. The five concentrations are Weapons of Mass Destruction (WMD), Information Operations and Cyber, Emerging and Disruptive Technologies, Geostrategic Resources and the Environment, and Foreign Denial and Deception.

MISSION OF THE SCHOOL OF SCIENCE AND TECHNOLOGY INTELLIGENCE

The mission of the School of Science and Technology Intelligence is to support national, defense, and international partners with global knowledge of foreign science and technology capabilities and intents.

VISION OF THE SCHOOL OF SCIENCE AND TECHNOLOGY INTELLIGENCE

The vision of the School of Science and Technology Intelligence is a professional, fully integrated, and seamless educational enterprise, providing the best science and technology intelligence education and allowing the United States to maintain its competitive advantage and ensure technological overmatch against current and future adversaries in support of the warfighter, intelligence officers, and the nation.

GOALS OF THE SCHOOL OF SCIENCE AND TECHNOLOGY INTELLIGENCE

Graduates will:

- Understand the global context of science and its effects on the complexity, variability, and interdependency of world issues and events.
- Shape the national intelligence communities' future and understand technological change and its impact on National Security and Intelligence.
- Understand the Science and Technology Intelligence enterprise.
- Be prepared to assist decisionmakers in prioritizing S&TI requirements while finding the appropriate balance between competing demands, including current operations and future conflicts, conventional and irregular warfare, time-dominant and content-dominant needs, and tactical and strategic issues.

SKILLS, COMPETENCIES, AND INTELLIGENCE CAPABILITIES

Students in the MSTI program must write and present their ideas effectively; learn independently; use technological tools; retrieve information and evaluate sources; and develop critical and independent thinking, tolerating complexities and ambiguities.

MSTI DEGREE REQUIREMENTS

REQUIRED CORE COURSES (15 credits)

MCR 601	Intelligence and the Global Strategic Environment
MCR 603	Social Analysis and the Spectrum of Conflict
MCR 607	Intelligence Reasoning and Analysis
MCR 609	The Compound Eye: Intelligence Collection
MCR 611	Intelligence and National Security Policy

THESIS COURSES (7 credits)

MCR 701	Thesis Methodology and Design (3 credits)
MCR 702	Thesis Proposal (2 credits)
MCR 703	Thesis Research (1 credit)
MCR 704	Thesis Completion (1 credit)

PROGRAM REQUIREMENTS (6 credits)

MST 604	Advanced Methods of Intelligence Analysis
MST 613	Science and Technology

THE MASTER'S THESIS

The Master of Science and Technology Intelligence thesis is a written presentation of original research, examining a science and technology intelligence topic within the selected S&T concentration that contributes to the overall knowledge base of the IC. In MCR 701, all degree candidates are required to form a committee and select an intelligence topic for developing a thesis. In MCR 702, thesis students, in consultation with their committee, develop and obtain approval of their thesis proposal. Thesis proposals should clearly state the nature of the intelligence problem to be addressed, the approach used in addressing the problem, and methods (analytical, observational, statistical, etc.) for data collection and analysis. In MCR 703, students conduct thesis research on their approved thesis topic.

Thesis research must be rigorous—demonstrating not only an understanding of the existing literature, but fully and properly applying analytical methodologies that are appropriate to the topic under investigation. An acceptable thesis must be based on sound, valid, and clear argumentation; provide documentation sufficient for the research to be replicated; and contribute to the body of intelligence literature. All theses will be researched and written under the close guidance of a thesis chair and a reader. The classification of the thesis will be determined by the research question, nature of the data, and sensitivity of the judgments and results. In MCR 704, students complete and publish their thesis.

CONCENTRATION AND ELECTIVES (15 credits)

The MSTI program offers two courses of study. The first is a general S&T Intelligence education, not focusing on a particular subject but examining a broad number of elective areas of study. The general degree requires 15 credits from the MSTI program and writing a thesis on a topic related to any of the S&T concentrations. Alternatively, students may choose to concentrate in a specific area of study, earning a degree concentration. In order to receive a concentration of study on their transcript, students must take four electives within their concentration and write their thesis on a topic relevant to the area of concentration. Students desiring a broad S&TI education may take their four electives from any of the S&T concentrations, but they will not receive a concentration annotation on their transcript. The final elective may be taken from any University program, subject to thesis advisor approval.

WEAPONS OF MASS DESTRUCTION

Weapons of Mass Destruction (WMD) are one of the highest concerns for the Intelligence Community. WMD issues include chemical, biological, radiological, nuclear, and high-yield explosive (CBRN-E) threats from state, non-state, and state-sponsored actors, and are approached by the Intelligence Community in a variety of ways. To address this dynamic environment, the WMD concentration at the National Intelligence University provides a graduate education designed to introduce students to the intelligence issues associated with the full spectrum of WMD actor and capability challenges.

MST 661	WMD Terrorism
MST 663	WMD: Counterproliferation
MST 665	The Biological Threat

MST 667	The Nuclear Threat
MST 669	The Chemical and Explosive Threat
MST 655	Advanced Conventional and Non-Conventional Weapons
MST 629	Strategic Crisis Exercise*

*Applies to JPME students only

INFORMATION OPERATIONS AND CYBER INTELLIGENCE

The overarching concept of the concentration is information: how it is used, manipulated, and understood within the Intelligence framework. Information Operations and Cyber Intelligence educates students on the rapidly changing foundations and dynamics of the global information environment. Successful completion of four courses in the concentration prepares students to provide strategic intelligence support within Information Operations and Cyber Intelligence: Technology, Cognitive, and Threat. Students should discuss their elective choices with their advisor.

MST 680	Information Power and National Security
MST 681	Propaganda, Persuasion, and Influence
MST 682	Cyber Intelligence
MST 683	Foreign Information and Cyber Strategies
MST 684	Cyber Threat
MST 685	Social Networks and Intelligence
MST 687	Advanced Information Power Seminar
MST 698M	Cyber Data Exploitation and Advanced Analytics
MST 698N	Network Operations Environment—Engagement
MST 698O	Information Influence and Deception
MST 698P	Advanced Cyber Intelligence

EMERGING AND DISRUPTIVE TECHNOLOGIES

Disruptive and emerging technologies address information on new or disruptive technologies and capabilities that could counter U.S. technological superiority or significantly affect U.S. military forces, economic power, critical infrastructure, or national security interests. Identification of the theoretical sciences, emerging disciplines, and recognition of hypothetical capabilities is a predictive challenge requiring both new approaches and broad resources.

MST 653	Advanced Science and Technology
MST 655	Advanced Conventional and Non-Conventional Weapons
MST 656	The Economics of Technology
MST 657	Case Studies in Technology Transfer
MST 658	Infrastructure Vulnerability Assessment
MST 629	Strategic Crisis Exercise*

*Applies to JPME students only

GEOSTRATEGIC RESOURCES AND ENVIRONMENT

Geostrategic environmental issues and resources are emerging as intelligence challenges in diplomacy and military-to-military relationships. Often, work on environmental issues can be used as a strategic confidence-building measure. The impact of the natural distribution of strategic resources is well known, but must be understood in light of both current and projected demands and tensions. Additionally, energy and power are fundamentally the heart and soul of all military systems. Understanding adversarial adaptations and use of advanced power systems is critical to countermeasures and force protection. As energy becomes globalized—energy companies having internationalized decades ago—the challenges of controlling access and routes, understanding strategic intent, and identifying vulnerabilities are a high intelligence priority.

MST 672	Intelligence and the Changing Global Resource Environment
MST 673	Geology and Intelligence
MST 674	Nuclear and Other Alternative Energy Sources
MST 675	Electrical Power Systems and Distribution
MST 629	Strategic Crisis Exercise*
MST 656	The Economics of Technology
MST 658	Infrastructure Vulnerability Assessment

*Applies to JPME students only

NIU FOREIGN DENIAL AND DECEPTION CERTIFICATE

The NIU Foreign Denial and Deception Certificate is offered in both the College of Strategic Intelligence and the School of Science and Technology Intelligence. The academic requirement for the Foreign Denial and Deception Certificate comprises the courses listed below.

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MSI/MST 660	Introduction to Denial and Deception: History, Concepts, Issues, and Implications
MSI/MST 662	Denial and Deception: Psychological/Cultural Aspects, and National Security Decision Making
MSI/MST 664	Denial and Deception: Adversaries, Organizations, Activities, and Countermeasures
MSI/MST 668	Denial and Deception: Tradecraft, Tools, and Methodology
MSI/MST 629	Strategic Crisis Exercise (Denial and Deception-specific)
Research*	Degree students complete MCR 704; certificate-only students complete individual research project
Research*	Oral defense of thesis or individual research

COOPERATIVE GRADUATE RESEARCH PROGRAM

Students writing a science-based intelligence thesis have an opportunity to interact with scientists at one of the Department of Energy national laboratories. Using this program, students participating in the program may conduct up to three months of funded research on joint topics of interest with a scientist at one of four national labs. Students with an S&T intelligence topic who are interested in expanding research opportunities should discuss this program with the S&T School's staff.

* No course number

ADMISSIONS



GRADUATE ADMISSIONS

ADMISSIONS REQUIREMENTS

All prospective National Intelligence University students, except those applying for a designated international program, must be U.S. citizens who are members of the U.S. Armed Forces or federal government employees. Additionally, candidates must possess a TS/SCI security clearance to apply and to be considered for acceptance. Government contractors are not eligible for enrollment in the National Intelligence University.

Nominations are required for full-time study, as well as for the following part-time programs: part-time graduate study at the NGA and NSA Graduate Centers, the MSSI Program for Reserves, and the DIA Cohort Program. Nominations are not required for individuals applying for part-time study in the Evening, the Monthly Executive, the European Academic Center, the Southern Academic Center, the Quantico Academic Center, or continuing education programs.

All graduate applicants must possess a baccalaureate degree from a regionally accredited institution. Admission applications are evaluated with regard to the student's education and preparation, and the proven ability to excel in graduate work. Careful consideration is given to a variety of factors, including undergraduate and graduate grade-point averages, GRE scores, and the applicant's statement of purpose.

For the Certificate of Intelligence Studies, which is a graduate certificate, applicants must be U.S. citizens (with the exception of candidates applying for specifically designated international iterations) who are members of the Armed Forces or federal government employees, and possess a TS/SCI security clearance. All applicants must possess a baccalaureate degree from a regionally accredited institution. Agency nominations are not required for certificate programs.

NONDISCRIMINATION

The National Intelligence University, as an institution, is committed to affirmative action, diversity management, and equal employment opportunity programs. The University considers prospective students and employees without regard to age, color, gender, national origin, physical or mental disability, race, religion, or sexual orientation.

GRADUATE APPLICATIONS

GRADUATE APPLICANTS MUST SUBMIT DIRECTLY TO NIU:

- National Intelligence University Graduate Admissions Application
- Statement of Purpose (500-word essay; topic specified on the application)
- Official copies of undergraduate transcripts showing degree award, and graduate transcripts
- Official Graduate Record Exam (GRE) Score Report (scores must be less than five years old)
- Nomination from parent organization, if applying to the full-time, DIA, NSA, NGA, and MSSSI Program for Reserves (nomination may be submitted in memo style on official government letterhead, or on U.S. Government Standard Form 182).
 - Civilian NSA personnel may submit a nomination using Form E-71.
 - Military members must have their respective assignment managers submit their nomination to NIU.

Note: Applicants with a master's or earned doctorate degree from a regionally accredited college/university are not required to submit GRE scores.

CERTIFICATE APPLICATIONS

CERTIFICATE APPLICANTS MUST SUBMIT:

- National Intelligence University Graduate Admissions Application
- Official copies of all undergraduate and graduate transcripts

Applicants to the Foreign Denial and Deception Certificate and the Leadership and Management Certificate must also submit a 500-word statement of purpose.

CONTINUING EDUCATION APPLICATIONS

CONTINUING EDUCATION APPLICANTS MUST SUBMIT:

- National Intelligence University Graduate Admissions Application
- Official copies of all undergraduate and graduate transcripts

SEND ALL ADMISSIONS MATERIALS TO:

National Intelligence University
ATTN: Admissions Office
200 MacDill Blvd
Washington, DC 20340-5100

FOR FEDERAL EXPRESS OR SIMILAR SERVICES, send materials to:

NIU Admissions Office
Joint Base Anacostia-Bolling
Building 6000, Room E3-849
Washington, DC 20340-5100

ADMISSIONS DEADLINES

The University begins screening applications in February each year for admission the following August. Individuals should contact their education, training, or human resources personnel to determine the deadline for their particular organization.

Jan. 31, 2015

Application deadline for full-time study. Full-time nominations due from military services and federal agencies for Academic Year 2015–2016. The University will accept late nominations and applications on a space-available basis.

Mar. 31, 2015

Application deadline for part-time programs:

- MSSI/MSTI Program for Reserves
- Evening MSSI/MSTI
- Monthly Executive MSSI/MSTI

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- NIU Academic Center at NSA
- NIU Academic Center at NSA
- DIA Cohort
- European Academic Center
- Southern Academic Center
- Quantico Academic Center

Jul. 17, 2015

Deadline for receipt of security clearances for all students for Academic Year 2015–2016.

The application deadline for Certificate of Intelligence Studies programs beginning in the Fall of 2015 is July 2, 2015. Deadlines for programs starting on other dates will be published as required.

Note: Nominees stationed at remote assignments may request to defer temporarily some admissions requirements, such as the GRE, until they return to the United States. Deferrals are approved on a case-by-case basis by the Admissions Office. Deferrals are based on operational requirements, not on personal convenience. **All admissions requirements must be satisfied prior to the start of classes.**

CONDITIONAL ADMISSION TO THE FULL-TIME MSSI OR MSTI DEGREE PROGRAMS

Applicants for full-time study in the MSSI or MSTI degree programs who have been nominated by their sponsoring organization and who do not meet regular admissions standards may be conditionally admitted to the program at the discretion of the Graduate Admissions Board and the appropriate Dean. Conditional admissions will be considered when the Board and the appropriate Dean determine an applicant has other qualifications that indicate academic success in a graduate program is a reasonable expectation. Conditionally admitted students are expected to take the required curriculum and must maintain a minimum grade-point average of 3.0 during the first quarter. Students who meet this guideline will be granted full admission. Students who do not meet the conditional requirements after the first quarter will be dismissed from the University.

No conditional admissions will be made for part-time students.

ADMISSION NOTIFICATION

FULL-TIME STUDENTS

Prospective students must submit the appropriate admissions credentials in accordance with published deadlines. It is the responsibility of the applicant to confirm that NIU has received all application material. The admissions staff will periodically advise applicants of the status of their application packages upon request by the applicant. As a general rule, the Admissions Office informs full-time applicants of their admission status within six to eight weeks after the application deadline.

PART-TIME STUDENTS

Admissions decision letters for part-time applicants are mailed during the first week of June for the following programs:

- Evening MSSI/MSTI
- Monthly Executive Format MSSI/MSTI
- MSSI Program for Reserves
- NIU Academic Center at NSA
- NIU Academic Center at NGA
- DIA Employee Cohort
- European Academic Center
- Southern Academic Center
- Quantico Academic Center

Applicants for part-time study (space available) have a rolling admissions window (see specific dates on the NIU application) and may register for classes in the quarter after their application has been approved. Decision letters will be sent out within six to eight weeks of the application deadline.

RECURRING DEADLINES FOR PART-TIME STUDENTS

Registration periods will be announced through e-mail and via Blackboard. It is the responsibility of the student to monitor the venues for updates.

REACTIVATION OF DEFERRED APPLICATIONS

Requests for reactivation of deferred applications are evaluated on a case-by-case basis. Special consideration is given to students experiencing extenuating circumstances, including operational requirements and deployments. Sponsoring organizations must re-nominate applicants for admission.

TRANSFER HOURS—GRADUATE LEVEL

Graduate students may transfer a maximum of six quarter hours into a master's program. Courses must have been taken within five years prior to enrolling in the National Intelligence University and have an earned grade of **B** or higher. Courses submitted for transfer credit must be relevant to the degree being sought and taken at the appropriate academic level at a regionally accredited institution. When making a transfer credit request, the student must certify that the hours have not been used, nor will they be used, to meet requirements for any other degree. Students may not obtain transfer credit in lieu of taking NIU core courses. The Deans may set additional transfer requirements for their respective degree programs, provided these requirements are published in places accessible to current and prospective students and faculty. Transfer Credit Evaluation Forms are available on the NIU web site (www.ni-u.edu), and should be submitted to the Enrollment Office, together with official transcripts, catalog description, and a syllabus. Additional documentation may be required. Approval of transfer hours resides with the Dean of the appropriate program.

UNDERGRADUATE ADMISSIONS

ELIGIBILITY

All prospective National Intelligence University undergraduate students must be U.S. citizens who are members of the U.S. Armed Forces or federal government employees. Additionally, candidates must possess a TS/SCI security clearance to apply and be considered for admittance.

Full-time undergraduate students must be nominated by their parent organization to attend the University. Applicants should contact their education, training, or human resources personnel to determine the nomination process for their parent organization.

Each organization has its own process for screening the individuals it nominates. All nominees must satisfy University-established criteria, and the University has final determination in the admission decision.

While an individual's parent organization ensures that the nominee meets that organization's eligibility requirements—using criteria such as job performance, seniority, availability, and other factors—the University uses traditional academic criteria to determine program admissibility.

ADMISSION REQUIREMENTS

Admission applications are carefully examined with regard to the student's education and academic preparation, and the proven ability to excel in undergraduate work.

Applicants should have a cumulative grade-point average of 2.5 or higher on a 4.0 scale and must have completed a minimum of 80 semester hours of undergraduate work that includes:

- 20 upper division (300–400 level) semester hours
- 30 hours earned through a regionally accredited institution
- 9 hours in communication skills; 6 hours must be in composition courses
- 12 hours in Math or Science, 3 of which must be in Math
- 15 hours in the Humanities, Social Sciences, or Fine Arts

TRANSFER HOURS—UNDERGRADUATE LEVEL

For the BSI program, NIU accepts transfer credits provided they are from a regionally accredited institution and earned a grade of **C** or higher. In addition, NIU accepts a maximum of 50 quarter hours of credit from testing and military training that has been evaluated by the American Council of Education (ACE) for the undergraduate program only. The University does not accept transfer credits for any required courses in the BSI curriculum. NIU does not have any articulation agreements established with other institutions.

As the transfer credits are a required part of the undergraduate application process, separate requests for formal credit evaluation are not required. Students are encouraged to take part in admissions counseling prior to formal application.

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Foreign transfer credits must be evaluated by a foreign accrediting service before being presented for transfer credit consideration. The Admissions Office will review and act on all transfer credit requests.

ADMISSIONS COUNSELING

Prospective students are strongly encouraged to have their academic records reviewed by the University Admissions Office to determine whether they meet the academic prerequisites. To request an evaluation, applicants should forward all of their transcripts with a cover note that includes the request and applicable contact information. Legible copies are acceptable for the credit evaluation; official copies are preferred. The Admissions staff will evaluate the applicant's credentials and provide feedback, as well as make recommendations on how to meet any remaining semester hour requirements.

UNDERGRADUATE APPLICATIONS

ALL UNDERGRADUATE APPLICANTS MUST SUBMIT:

- NIU Undergraduate Admissions Application
- Statement of Purpose (as described on the application form)
- Official copy of high school transcripts or GED
- Official transcripts and documentation of all university credit, including as applicable:
 - Official copies of transcripts from each academic institution attended
 - DoD school transcripts (Defense Language Institute, National Cryptologic School, Joint Military Intelligence Training Center, etc.)
 - Service transcripts: Air Force (CCAF), Navy/Marines (SMART), Army (AARTS)
- Official copies of standardized test results from:
 - CLEP exams
 - DSST exams
 - Excelsior College exams
 - Defense Language Proficiency Test (DLPT)

Note: Nominations from the parent organization may be submitted in memo style on official government letterhead, or on U.S. Government Standard Form 182.

SEND ALL ADMISSIONS MATERIALS TO:

National Intelligence University
ATTN: Admissions Office
200 MacDill Blvd
Washington, DC 20340-5100

FOR FEDERAL EXPRESS OR SIMILAR SERVICES, SEND TO:

NIU Admissions Office
Joint Base Anacostia-Bolling
Building 6000, Room E3-849
Washington, DC 20340-5100

ADMISSIONS DEADLINES

The University begins screening undergraduate applications in October each year for admission the following August. Individuals should contact their education, training, or human resources personnel to determine the deadline for applications and nominations by their particular organization.

Jan. 31, 2015

Application deadline for full-time nominations due from military services and federal agencies for Academic Year 2015–2016.

Jul. 17, 2015

Deadline for receipt of security clearances for all students for Academic Year 2015–2016.

Aug. 3, 2015

Final hours due for BSI applicants for students enrolling in Academic Year 2015–2016.

Note: Nominees stationed at remote assignments may request to temporarily defer some admissions requirements until they return to the United States. Deferrals are approved case by case by the Admissions Office. Deferrals will be based on operational requirements, not on personal convenience. All admissions requirements must be satisfied prior to the start of classes.

GENERAL ADMISSIONS INFORMATION

The following information applies to all graduate, undergraduate, and certificate applicants.

ADMISSIONS DECISIONS

The Admissions Office informs applicants of their eligibility status within six to eight weeks after the application deadline.

READMISSION AFTER PREVIOUS ATTENDANCE

Applications for readmission are evaluated on a case-by-case basis. Special consideration is given to students with extenuating circumstances, including operational requirements and deployments. Sponsoring organizations must re-nominate applicants for readmission.

SECURITY CLEARANCE REQUIREMENTS

All students must have a valid clearance with a current SSBI date (no older than five years) to attend the National Intelligence University. Candidates who are nearing their PR update should begin work on the SF-86 immediately. Below are the instructions on how to pass clearances for the military services and civilian organizations:

Civilian, Coast Guard, and students who are returning to the home station after graduation must ensure that their agency/organization has certified their TS/SCI clearances and access to the NIU Security Office **by July 17, 2015**. The clearance must be “perm-certed” through the end of the academic year, August 2016. Loss of clearance will mean automatic withdrawal from the National Intelligence University.

Clearances should be sent via SSO channels as follows:
SSO DIA SEC or JPAS-SMO Code XP124CS

Within the message body, the following should be inserted:
“Pass to National Intelligence University, ATTN: Security Officer.”

U.S. Army: A Transfer-In-Status should be sent to:

PLA: SSO INSCOM

JPAS SMO CODE: W00YAA3

POC: Fonseca, Maria

E-mail: maria.d.fonseca3.civ@mail.mil

Phone: (703) 428-4806

As students process in at HQ Special Activity, they MUST also process in with:

Ms. Michelle Allen

HQ Building, 9820, Flaglar Road, Building 269

Room 129, Ft. Belvoir, VA

E-mail: michelle.r.allen20.civ@mail.mil

Phone: (703) 805-3058

or

Mr. Charles Sims

E-mail: charles.j.sims@us.army.mil

Phone: (703) 805-5262

U.S. Army students who are assigned to Ft. Jackson, SC, should contact:

Mr. Lovell Sample

E-mail: lovell.sample.civ@mail.mil

Phone: (803) 751-5381

U.S. Marine Corps: A Transfer-In-Status should be sent to:

PLA: CMC//SSO//

JPAS SMO CODE: 540080083

Nichole Burke, Phone: (703) 614-6508

or

LCPO Ferguson, Phone: (703) 614-3350

E-mail: hqmc_intel_SSO@usmc.mil

U.S. Navy: A Transfer-In-Status should be sent to:

PLA: SSO ARLINGTON

JPAS SMO CODE: N326662

Ms. Lindsay Williams

E-mail: lindsay.williams@navy.mil

Phone: (703) 695-8909

or

Mr. Daniel Breazeal

E-mail: daniel.breazeal@navy.mil

Phone: (703) 695-8919

NATIONAL INTELLIGENCE UNIVERSITY

U.S. Air Force: A Transfer-In-Status should be sent to:

PLA: SSO USAF

JPAS SMO CODE: SSOUSAF2

Maria Martinez

E-mail: maria.martinez@pentagon.af.mil

Phone: (703) 697-0673/DSN: 227

or

A.J. King

E-mail: aj.king@pentagon.af.mil

Phone: (703) 614-8030

Students whose clearances are not received on time risk losing their admission to the program or having their orders cancelled even if they have already carried out a permanent change of station. Students should call to verify receipt of their clearance once their agency has confirmed it has been sent. Ms. Thelma Flamer can be reached at (202) 231-2768, or e-mail thelma.flamer@dodiis.mil; Janet Reed can be contacted at (202) 231-0332 or janet.reed@dodiis.mil. The fax number is (202) 231-8945.

Individuals enrolled in part-time programs must meet the same clearance and access requirements as full-time students. All part-time students must ensure that their clearance and SCI access are certified by their SSO to DIA prior to attending class.

Send clearances via SSO channels as follows:

SSO DIA SEC or JPAS-SMO Code XP124CS

Within the message body, insert the following statement: "Pass to National Intelligence University, ATTN: Security Officer."

Students who transfer to another organization while attending NIU must notify the admissions and the security office due to a change in security status.

TUITION AND FEES

The University does not charge tuition and does not receive funding through any Department of Education grant or loan program. Students at the University do not receive financial assistance through Department of Education grant or loan programs.

ACADEMIC POLICIES AND STANDARDS



GENERAL INFORMATION

KNOWLEDGE OF UNIVERSITY POLICIES

Each student must be familiar with University degree requirements and academic policies. This catalog codifies all academic and general policies, but corrections and changes may occur during the academic year. Specific items not covered by the catalog are at the discretion of the President and the President's staff, per DoD Instruction 3305.01.

OFFICIAL UNIVERSITY COMMUNICATIONS

Official communication with students, including notices about academic standing, class cancellation, and other University-wide notifications, will be via electronic means. Students are responsible for viewing all announcements posted on the NIU website and Blackboard website, and for accessing University communications sent to their NIPRNet and JWICS accounts. Students are required to activate all accounts and check them regularly.

STUDENT REQUESTS FOR ACADEMIC ACTION

Requests for academic action must be submitted to the appropriate Program Director. Additional information, specific forms, and instructions on how to initiate an academic action are available in the Enrollment Office and on the NIU website.

ASSESSMENT OF ACADEMIC PROGRAMS

Students are required to participate in course evaluation for purposes of improving the curriculum and instruction. On occasion, focus groups and/or surveys are conducted for the same purposes. Students may also contact the Director of Institutional Effectiveness with comments and suggestions about their educational experience. All courses have learning outcome goals that are measured at the end of each quarter. An end-of-program survey to measure overall satisfaction with the degree program is also administered. Students must provide a .com or .net address when registering in this program. In addition, NIU uses direct measures to assess student learning outcomes to demonstrate that, upon graduation, students have the knowledge, skills, and competencies consistent with institutional and appropriate higher education goals.

UPDATING RECORDS

Each student is required to maintain current contact information, including permanent and local addresses, telephone numbers, and e-mail. Each student must also maintain NIPRNet, SIPRNet, and JWICS accounts (or appropriate NGA, NSA, or European Academic Center accounts) assigned at orientation. Students are responsible for accessing official communications directed to these official accounts. Changes must be processed at the Enrollment Office.

STUDENT BADGES

Upon completion of security briefings and verification of clearances, students receive an NIU Student Badge.

DEGREE STATUS

Students admitted into NIU programs must satisfy all degree requirements. It is the responsibility of students to keep informed of and to comply with the rules and policies affecting their academic standing. Meeting academic deadlines, attending classes, completing all coursework, and fulfilling degree requirements are student responsibilities.

NON-DEGREE STATUS

Non-degree-seeking students may enroll in courses. Enrollment is based on eligibility criteria and availability of space in courses. A student cannot graduate or receive a degree in non-degree status. Non-degree students must meet the same academic standards as degree students.

ASSIGNMENT OF CREDIT HOURS

The University operates on the quarter system. Credits are awarded based upon the quarter hour. The standard graduate, undergraduate, or continuing education (certificate) course at NIU carries a three-credit weight based on students achieving 1,600 minutes of instruction, excluding the final examination period, if any, during each term. In accordance with federal standards and academic best practices, each credit hour carries the expectation of an approximate 1:2 ratio of time spent in any form of classroom, laboratory, field, or other instruction to time spent in any form of individual study, preparation, and completion of coursework outside of formal instruction.

Certain courses that involve original research projects carry an alternate number of credits. The Capstone Project (BSI 497) carries nine credit hours; students meet for 4,800 minutes during the term, plus outside preparation. The Thesis Proposal (MCR 702) carries two credits. Students work one-on-one with the thesis chair to develop a thesis proposal to guide their research. In addition, Thesis Research and Thesis Completion (MCR 703 and MCR 704) carry one credit each. These courses represent the final research and writing of the graduate thesis. Students meet one-on-one with their committee as appropriate.

Students must successfully complete a minimum number of credits based upon academic program. The MSSI and the MSTI programs require students to earn 43 credits. The BSI is a degree-completion program. Students are required to transfer in 120 quarter (80 semester) hours of work. While at the University, students earn 57 upper-division credits.

ACADEMIC LOAD

Full-time resident students generally take a minimum of 12 credits per term. Part-time cohort students typically enroll in six credits per quarter. Changes to this loading must be approved by the requesting student's Dean.

HUMAN SUBJECTS RESEARCH

The National Intelligence University protects the rights of all human subjects in conducting research as expressed by 45 C.F.R. 46, “Protection of Human Subjects,” and DoD Instruction 3216.02, “Protection of Human Subjects and Adherence to Ethical Standards in DoD-Supported Research.” NIU’s Institutional Effectiveness Department oversees NIU policy compliance with U.S. government regulations regarding human subjects research. NIU’s Office of Research oversees the administration of those policies through the Institutional Review Board (IRB) and the human subjects review process.

Each student is required to complete NIU’s training on the Human Research Protection Program (located in AGILE). In conjunction with the thesis proposal, each student must complete the T-1B Form, entitled “Human Subjects Research Determination,” and submit the thesis proposal package to the human subjects team for review. If a student research proposal is determined to fall under the purview of human subjects, the student will be required to complete additional training through the Collaborative Institutional Training Initiative (CITI). Specific plans for data collection via surveys or interviews, for example—for coursework as well as for a thesis—must be reviewed by the IRB.

GRADING AND ATTENDANCE

GRADING

GRADUATE COURSES

Letter	Numeric	Point Value
A	93–100	4.0
A–	90–92	3.7
B+	87–89	3.3
B	83–86	3.0
B–	80–82	2.7
C+	77–79	2.3
C	70–76	2.0
F	0–69	0.0

UNDERGRADUATE COURSES

Letter	Numeric	Point Value
A	93–100	4.0
A–	90–92	3.7
B+	87–89	3.3
B	83–86	3.0
B–	80–82	2.7
C+	77–79	2.3
C	73–76	2.0
C–	70–72	1.7
D	60–69	1.0
F	0–59	0.0

GRADE NOTATIONS

Symbol	Meaning	Notes
I	Incomplete	Must be cleared by end of next quarter or grade becomes an F
IP	In Progress	Only used in multi-term courses
NP	No Progress	Only used in multi-term courses
W	Withdraw	No GPA impact; can only be used in first half of course
WP	Withdraw Pass	No GPA impact; issued at instructor discretion
WF	Withdraw Fail	Counts as an F in GPA; issued at instructor discretion
AU	Audit	Used only for officially audited courses
WIP		No grade has been entered for this class
X	Administratively Removed	

INCOMPLETE (I)

An instructor may assign the **I** grade when work is satisfactory but is incomplete for extenuating circumstances. It is the student's responsibility to discuss with the instructor the possibility of receiving an **I** grade. All requirements must be completed by the ninth week of the following quarter, or the seventh week of an eight-lesson quarter, and the instructor must turn in the final grade by the tenth week of the following quarter. If a final grade is not submitted by this deadline, the **I** grade lapses to an **F**. The Dean may extend the deadline in exceptional cases. As long as the **I** remains on the transcript, it is treated as unsatisfactory academic performance.

IN PROGRESS (IP)

IP is a grade notation assigned in selected courses such as capstone courses or the thesis completion course (MCR 704), where the coursework is not completed within one term by design. The **IP** remains the transcript grade for every quarter until the work is completed and a final grade is assigned. Theses must be completed within the specified timelines.

NO PROGRESS (NP)

NP is assigned only for the final thesis course, MCR 704. When there has been no contact with the thesis chair and/or no discernible progress toward completing the thesis during that quarter, the instructor will assign an **NP**. If a student receives an **NP** for two consecutive quarters, or for two quarters in any one four-quarter period, the student will be dismissed from the University.

WITHDRAWAL (W)

Students may withdraw from a course until the midpoint of a course, such as the end of the fifth session of a 10-session course, or the end of the fourth session of an 8-session course. A notation of **W** is assigned to the transcript of a student who withdraws from a course before the withdrawal deadline.

Withdrawal from a course after the midpoint of a course, as described above, is allowed only for non-academic reasons and requires permission of the instructor and the approval of the Dean. Students who are approved to withdraw after the midpoint of a course will be assigned a grade notation of **WP** (withdraw passing) or **WF** (withdraw failing) by the instructor, depending on the student's academic standing in the course at the time. The grade notation of **WP** carries no credit or academic penalty. A grade of **WF** is calculated as an **F** in the grade-point average and triggers academic warning.

Students withdrawing at any time must complete the necessary documentation through the Enrollment Office. Students who stop attending classes without an official withdrawal or the Dean's approval receive a grade of **F** for the course.

ADMINISTRATIVE WITHDRAWAL (X)

A grade of **X** is placed on student records when students are separated from the program for reasons including student inactivity, separation for not completing or showing progress on a thesis, or going beyond their original thesis completion date without applying for and/or receiving an extension. The grade of **X** will be placed on the student's transcript as an administrative action and will not have an impact on the student's grade-point average.

AUDIT (AU)

Students may request to audit a course on a space-available basis after all other students have had the opportunity to enroll in the course for credit. Instructor approval is required and must be documented with a signed schedule adjustment form provided to the Registrar's Office before the close of the drop/add period. Audited courses receive no credit and appear on the transcript with the notation **AU** (audit). Core courses may not be audited, and previously audited courses may not be taken later for credit.

ATTENDANCE

Students are expected to attend all scheduled class sessions. Students missing more than one session face, at the discretion of the instructor, penalties ranging from the lowering of the final grade through failure in the course. A student who misses three or more sessions and does not withdraw faces removal from the course and a failing grade.

GRADE-POINT AVERAGE

The grade-point average (GPA) is calculated by dividing the number of grade points earned by the number of credits attempted. The total grade points earned for a course equals the number of grade points assigned times the number of course credits. For example, if a student takes five three-credit courses and receives grades of **A**, **A-**, **B-**, **B**, and **C+**, then the GPA for the term equals the total grade points (47.1) divided by the total course credits (15). The GPA is 3.14. For satisfactory standing, undergraduate students must maintain a **C** average (2.5 GPA), and graduate students, a **B** average (3.0 GPA).

ACADEMIC WARNING

Students who fail to meet program requirements and/or deadlines (for example, failing to submit thesis committee forms by the specified date) may be placed on academic warning by their Dean. An academic warning letter will detail the cause, the requirements to amend the problem, and the consequences for not doing so.

ACADEMIC PROBATION

Students admitted into any graduate program must maintain a 3.0 GPA (in a 4.0 system). A maximum of two grades of **C** may count toward degree requirements. Graduate students failing to maintain a minimum of a 3.0 GPA will be placed on academic probation.

Students admitted into the undergraduate program must maintain a minimum of a 2.5 GPA. Undergraduate students failing to maintain a minimum of a 2.5 GPA will be placed on academic probation.

While a student is on academic probation, courses may not be audited. Probation ends at the close of the quarter if students have attained the minimum standard. Students who do not end probation within two terms are subject to dismissal.

DISMISSAL FROM THE UNIVERSITY

The University reserves the right to dismiss students for failure to maintain academic standards or academic integrity, for failure to abide by University policies, and/or for failure to maintain the basic eligibility requirements such as security clearance, federal employment status, or citizenship. If students are subject to dismissal, their transcripts carry that notation. Depending on the situation, they are given conditions for continuation or are dismissed from the University.

A third **C** or one **F** in a graduate course will result in consideration for immediate dismissal from the University. BSI students who receive a third **D** or an **F** will be considered for immediate dismissal from the University. Students who fail to achieve a grade of 80 or higher in their thesis courses will not be allowed to register for the next thesis course and will be considered for dismissal.

GRADE CORRECTION

Final grades are assigned by the instructor. A grade change may be made only in the case of a clerical or procedural error. No grade may be revised by reexamination or by completing additional work after the end of the quarter. Students who are dissatisfied with a grade should review their work with the instructor and receive a full explanation of the grade. Students who wish to appeal a grade must use NIU Form MCE-4, "Grade Appeal," and follow the accompanying procedures. Formal grade appeals/reviews will only be convened for numeric grades of 79 or lower.

REPEATING A COURSE

Students must obtain permission from their Academic Dean to repeat a course.

REGISTRATION

Information about registration dates and procedures is provided to new students in their notification of acceptance letter from the University. Current students should monitor Blackboard and their e-mail accounts for registration announcements. The primary method of registration is online via the Jenzabar Internet Campus System (JICS). Resident and cohort students will be registered in core courses with their assigned track. Changes in core courses must be approved by their respective Dean.

DROP/ADD

Students enrolled in graduate or undergraduate courses may drop, add, and cancel their registration or withdraw from a course by obtaining the necessary approvals and by observing the published deadlines and procedures. The timelines for adding and dropping courses are strictly enforced. Students may add a course until the end of the first week of the term and may drop a course until the end of the second week of the term. Students in the Reserves and Monthly Executive formats must execute all drop/add actions during the initial drill weekend of the term.

INTENT TO GRADUATE

All students must complete and submit the Diploma Order Form no later than the first day of classes in the spring quarter in the year of intended graduation. Students will not be cleared for graduation if the form is not submitted by the specified date.

PROGRESS TOWARD THE DEGREE

Normal progress toward graduation for the resident graduate and undergraduate degrees is one year. Students may be subject to dismissal for failing to make minimum progress toward the degree. If a resident MSSI or MSTI student does not finish the coursework and thesis within the first year, he or she must complete all requirements by the end of the subsequent summer quarter. Normal progress for students in a part-time cohort degree program is two years. Cohort students must complete all requirements by the end of the summer quarter of the third year after initial enrollment.

REQUESTS FOR EXTENSION

Graduate students may request an extension for thesis completion due to extenuating circumstances from their Associate Dean. All requests for extensions must be made prior to the expiration of their original eligibility period (two years for full-time students, three years for part-time). Students are expected to have completed all coursework and the extension is granted only to complete the thesis. Students must have an approved thesis committee on file, and, if the extension is approved, students must enroll in MCR 704 and remain enrolled until the thesis is complete or until the extension expires.

THESIS GUIDELINES

All theses must be chaired by a recognized faculty member of the National Intelligence University. This includes the NIU Reserve faculty and approved adjunct instructors at the main campus and academic centers. Readers do not have to be NIU faculty members, but must hold at least an earned master's degree from a regionally accredited University and be approved by their Associate Dean as appropriate to the subject matter of the thesis.

A thesis chair must be an NIU faculty member and should be a subject matter expert with whom the student has a good working relationship. Students must stay in close contact with the thesis chair during the research and writing process. No more than two weeks should pass without contact between a student and chair (in person, by phone, or by e-mail), regarding progress on the thesis. The chair serves as a sounding board for ideas; challenges the student to frame the research problem clearly and concisely; and comments on subject matter, research methods, writing style, organization, and any other aspect of the thesis. It is the students' responsibility to reregister for MCR 704 each quarter. Students who do not do so and do not stay in communication with their chair throughout the thesis process in MCR 704 will receive a grade of **NP** for that quarter. Students must receive a grade of 80 or higher to be allowed to register for the next thesis course.

POSTING THESES ONLINE

Completed master's theses, both classified and unclassified, are cataloged by the John T. Hughes Library, and electronic copies are stored in the NIU Thesis Database, which is housed on JWICS. Thesis committee members or the author may elect not to have an electronic copy of the thesis posted if the topic is highly sensitive; however, a record of the thesis will still be available in the database. It is the student's responsibility to have the thesis reviewed for clearance for public release before it is released beyond the U.S. Government. Guidelines for this clearance process can be obtained by contacting the Office of Research.

ACADEMIC FREEDOM AT NIU

Academic freedom is a cornerstone of the NIU core values and principles. NIU defines academic freedom as the pursuit of truth and knowledge regardless of where it leads, and bases its academic freedom policy on the "1940 Statement

of Principles on Academic Freedom and Tenure,” as put forth by the American Association of University Professors and the Association of American Colleges and Universities. As an institution accredited by the Middle States Commission on Higher Education, NIU upholds the Commission’s principles that “Academic freedom, intellectual freedom, and freedom of expression are central to the academic enterprise. . . . Academic and intellectual freedom gives one the right and obligation as a scholar to examine data and to question assumptions.” NIU embraces the principle, as stated by the American Association of Colleges and Universities, that faculty, staff, and students have the “[a]cademic freedom to explore significant and controversial questions . . . [as] an essential precondition to fulfill the academy’s mission of educating students and advancing knowledge.”

NIU faculty, staff, and students have freedom of inquiry and research, freedom of teaching and discussion in the classroom, and freedom of expression and publication.

- All NIU faculty and students are entitled to freedom in the classroom to discuss their subject without institutional discipline or restraint (see, also, NIU Non-Attribution Policy). They are expected to avoid controversial issues and opinions that have no relation to the classroom subject.
- NIU faculty, staff, and students have the freedom to conduct research on any intelligence and national security–related issues that contribute to the knowledge base of the Intelligence Community. In exercising their scholarly activities, NIU personnel may participate in the discourse on intelligence and national security through research; the publication of articles, books, and book reviews; and public appearances in professional and academic forums. In these activities, NIU personnel speak for themselves and not for the University or the government, but they should be aware they are still deemed to be representing the University, the Intelligence Community, and the U.S. Government, and the public may judge these institutions based on their actions and statements.
- Information being released to the public—whether written, oral, or electronic—must undergo NIU and DIA pre-presentation classification and policy reviews, because, as officers of the Intelligence Community, NIU faculty, staff, and students have access to classified and sensitive information.

ACADEMIC INTEGRITY

As students, instructors, federal employees, and members of the IC, all NIU students, faculty, and staff are required to uphold the highest ethical standards in their personal and professional conduct. As a University cadre, NIU's faculty and staff are expected to conduct professional relationships with students and colleagues alike, practice responsible stewardship of government resources, and be vigilant guardians of national security information.

The “*Notice of Final Policy*” in the Federal Register, from the Office of Science and Technology Policy (OSTP), provides a unified definition of misconduct that applies to all federal agencies, including DIA and NIU. It articulates a clear reason for stressing professional ethics and behavior in academic research: “*Advances in science, engineering, and all fields of research depend on the reliability of the research record, as do the benefits associated with them in areas such as health and national security.*” It continues, “*Sustained public trust in the research enterprise also requires confidence in the research record and in the processes involved in its ongoing development.*”

According to the unified definition at 65 F.R. 76260, “*Research misconduct is defined as fabrication, falsification, or plagiarism in proposing, performing, or reviewing research, or in reporting research results.*” Research misconduct does not include honest error or differences of opinion. Express categories of academic misconduct include:

- “*Fabrication is making up data or results and recording or reporting them.*” Fabrication of data is one of the more egregious problems, as it cannot be an unintentional error, but represents the willful intent to deceive.
- “*Falsification is manipulating research materials, equipment, or processes, or changing or omitting data or results such that the research is not accurately represented in the research record.*” Falsification of data can occur through negligence as well as through willful deception.
- “*Plagiarism is the appropriation of another person’s ideas, processes, results, or words without giving appropriate credit.*” Plagiarism includes, but is not limited to:
 - Investigators during the peer-review process taking ideas from others’ grant proposals or articles and including them in their own publications.
 - Students taking material from the Internet verbatim, without attribution, during write-ups of research.

- Faculty taking dissertation material from students and including it in publications without giving due credit.

Academic integrity specifically prohibits cheating, plagiarism, and the toleration of those by other students. Cheating is defined as committing an act with the intent to receive undeserved credit or gain an unfair advantage, or assisting or attempting to assist others in doing likewise. Students are expected to credit properly and accurately the source of materials directly cited or indirectly used (i.e., paraphrased) in any oral or written work. All students' work shall be their own, unless otherwise properly noted. Alleged violations of these areas are investigated by appointed faculty boards who make recommendations for action to the student's Dean.

The University reserves the right to take disciplinary or administrative action, including dismissal from the University, in cases of substantiated violations of academic standards of integrity. A grade of **F** will normally be assigned for any work proven to be undertaken or performed in violation of academic integrity. All instances of alleged violations of academic integrity will be handled in accordance with published NIU policies.

GENERAL POLICIES



DRESS REQUIREMENTS

Military students are required to conform to the uniform and grooming standards promulgated for the Washington, DC, metropolitan area by their services. The uniform of the day will be worn by all military students while in the DIA HQ. Civilians should wear appropriate professional attire while attending the University.

NON-ATTRIBUTION POLICY

Visiting Speakers: To encourage open and candid academic exchange with non-NIU speakers—members of academia, government officials, Intelligence Community and military leaders, and other presenters—the University maintains a non-attribution, off-the-record policy that all attendees at presentations by persons from outside NIU will honor the speaker’s right not to have any expressed views or opinions attributed to them outside of the NIU environment without their explicit permission. This non-attribution policy protects external speakers from public access to their remarks and provides that information drawn from their presentations may be used freely solely within the University’s academic environment.

NIU Classroom and Research: Because all NIU students and many faculty have professional careers in U.S. government agencies or the uniformed military services outside of the University, to encourage open and candid exchange in both classroom and research settings the University has a non-attribution policy to cover student and faculty interactions. Views and opinions expressed by students and faculty in classroom and research interactions are not to be attributed to them outside of the NIU environment without their explicit permission. Comments, views, and opinions, both written and oral, can be used and debated freely within the NIU environment to encourage open and candid exchange in both classroom and research settings.

DISABLED OR SPECIAL NEEDS STUDENTS

The National Intelligence University is committed to ensuring that all students have the opportunity to perform to the best of their abilities while enrolled in University programs. Upon acceptance into the University, students with disabilities who are in need of reasonable accommodation should identify the scope of their needs to the Admissions Staff. If the disability is not obvious (e.g., learning disability), students will need to furnish documentation from a qualified medical professional, social worker, or vocational rehabilitation counselor, which identifies:

- The name, severity, and duration, or projected duration, of the impairment;
- The major life activities (e.g., hearing, concentrating) that are substantially limited by the impairment;
- Specific examples to support a substantial limitation of the major life activities identified;
- How the impairment impacts the completion of coursework; and
- Recommended accommodations.

The Admissions staff will consult with the DIA Equal Opportunity Office to ensure that appropriate and effective accommodations are provided to students submitting requests that pertain to obvious and/or documented disabilities.

LEAVE, PASSES, AND ABSENCES

When classes are not scheduled during normal federal workdays (e.g., between terms, the holiday recess), resident full-time students are expected to remain in the local area (where the student normally resides and commutes to the University) and conduct University-related research or coursework. If departing the local area during normal duty, students must be on temporary duty (TDY) status, permissive orders, leave, liberty, or pass. Military students will make arrangements with their senior service advisor and inform their track leader. Civilian students must coordinate with their Time and Attendance Approving Official, inform their track leader, and notify their track advisor. Civilian employees remaining in the local area and not conducting research, University coursework, thesis completion, etc., must report back to their home office for duty.

MILITARY LEAVE

Each military student has a Senior Service Advisor (SSA) who is a military faculty member. For accountability, the SSA acts as the immediate supervisor of his or her assigned students for all service-related and delegated authority matters, including leave and liberty/pass policies and procedures, and establishes clear accountability procedures with each student and the student's track leader. Military students are responsible for complying with applicable service regulations/instructions, and will ensure that their SSA and track leader are aware of their leave, liberty/pass plans, or absences.

MILITARY PASSES

Monday through Friday of each week is considered normal duty time. All military personnel assigned or attached to the University are considered to be on pass or liberty during normal non-duty hours, and pass forms are not required. Passes may be granted for up to four days (96 hours) for staff, faculty, and student personnel in accordance with DIA Instruction 1350.001. Passes are granted by the respective SSA or supervisor. Pass forms are available from track advisors, from SSAs, or in room E3-950. A signed copy of the pass form must be delivered to the University Operations Office before any pass commences.

LEAVE FORMS

Each service has unique and specific regulations governing leave, passes, or absences. All services require proper accountability of assigned personnel in accordance with DIA Instruction 1350.001, "Military Personnel Administration," June 4, 2010, and service regulations. Military leave forms may be obtained online from eForms, available at the DIA JWICS home page. Marine, Navy, and Coast Guard leave forms are processed through their respective elements. Army leave forms must be processed through the University Operations Office to the DIA Office of Human Resources or the controlling element. Air Force students and staff will use LeaveWeb, with the Senior Service Advisor or Operations Superintendent as their supervisor. Reserve and Guard personnel must process leave forms through their home units.

COPYRIGHT COMPLIANCE FOR FACULTY AND STUDENTS

Reproduction of copyrighted materials at the National Intelligence University is governed by the Copyright Law of the United States (<http://www.copyright.gov/title17/>). Copyright is an area of law that provides creators and distributors of creative works with an incentive to share their works by granting them the right to be compensated when others use those works in certain ways. Specific rights are granted to the creators of creative works in the U.S. Copyright Act (Title 17, U.S. Code). The rights granted by the Copyright Act are intended to benefit “authors” of “original works of authorship,” including literary, dramatic, musical, architectural, cartographic, choreographic, pantomimic, pictorial, graphic, sculptural, and audiovisual creations. Copyright law does not protect ideas, data, or facts.

In the United States, the general rule of copyright duration for a work created on or after January 1, 1978, is the author’s life plus 70 years after the author’s death. Works created by companies or other types of organizations generally have a copyright term of 95 years.

The information provided in this document is for informational purposes only and is not legal advice.

FAIR USE

The Fair Use Doctrine is a limited exception created by law so that copies may be made for certain nonprofit, educational, or other purposes without the copyright owner’s permission. The Fair Use Doctrine is outlined in the Copyright Act at Section 107.

For the purposes of research, lesson preparation, teaching, etc., faculty members are allowed to make one copy of a book chapter; an article from a periodical or newspaper; a short story, essay, poem, etc., whether or not from a collected work; or a chart, diagram, graph, drawing, cartoon, or picture from a book, periodical, or newspaper.

Multiple copies, not to exceed one copy per student, may be made by the faculty member provided that the work meets all the requirements set forth in the Fair Use Doctrine (www.copyright.gov/circs/circ21.pdf)—tests for Brevity, Spontaneity, and Cumulative Effect. Each copy must include the following copyright statement:

“This Material May be Protected by Copyright Law (Title 17, U.S. Code)”

BREVITY: The amount of copying is limited as follows: The amount of copying for prose should not exceed 10 percent of the words in the work. If a chart, graph, diagram, drawing, cartoon, or picture is copied, no more than one such illustration is copied per book or per periodical issue. If a poem is copied, the poem or the excerpt is less than 250 words and is printed on no more than two pages.

SPONTANEITY: This test covers reproduction of material for classroom use where the reproduction is unexpected or spontaneous—for example, where an article in the morning’s paper is directly relevant to that day’s class topic.

CUMULATIVE EFFECT: The copying is for a single course only—not to be reused in future iterations of the course without securing copyright compliance.

If the intended use does not meet the above criteria and the work is protected by copyright, the user most likely will need to obtain permission to use the work from the copyright holder or its agent. Refer to the on chart page 84, which outlines various ways to use materials in the classroom without violating copyright.

COPYRIGHT AND FOREIGN WORKS

The United States is a member of the leading international copyright treaty, the Berne Convention. As such, when an NIU student or faculty member uses a copyright-protected work from another country that is also a party to the Berne Convention, the protections provided to works by U.S. copyright law automatically apply in the United States. The Copyright Clearance Center has many reciprocal licenses to allow use of materials from other countries.

RESPONSIBILITIES

Responsibility for ensuring compliance with copyright requirements, including reproduction under the fair use doctrine, rests with the individual user. When requesting copyright clearances, there are some additional restrictions and allowances to consider:

Journal articles: The John T. Hughes Library follows the Commission on New Technological Uses of Copyrighted Works (CONTU) guidelines for defining “aggregate quantities.” The CONTU guidelines state that requesting and receiving more than five articles from a single periodical within a calendar year or a total of six or more copies of articles published within five years prior to the date of request would be too many under CONTU.

What You Can Do



Often you can use works in your teaching without permission or fee.

This chart highlights some of those situations. However, there are other circumstances where permission and/or fee are required (for example, when some types of works are included in course packs). Check with your institution's library or legal office for information about campus copyright policies.

Know Your Copy Rights™		Proposed Use			
		Exhibit materials in a live classroom?	Post materials to an online class?	Distribute readings?	Create electronic reserves?
Legal Status of Work To Be Used	Works Not Copyrighted	Yes	Yes	Yes	Yes
	Public Domain Works (US Govt. and pre-1923 works, and certain other works)				
	Your Own Works (if you kept copyright or reserved use rights)	Yes	Yes	Yes	Yes
	Open Access Works (works available online without license, password, or technical restrictions)	Yes	Link	Link	Link
	Electronic Works Licensed by Your Institution (depends on license, but usually permitted)	Yes	Link	Link (Most licenses also allow students to make an individual copy.)	Link
	Electronic Works with a Creative Commons License (depends on license, but usually permitted; if not, LINK)	Yes	Yes	Yes	Yes
Copyrighted Works	Other Works (when none of above apply)	Yes	Yes, if meets either TEACH Act or Fair Use standards. If not, LINK or seek permission.	Yes, if meets Fair Use standards. If not, LINK or seek permission.	Yes, if meets Fair Use standards. If not, LINK or seek permission.

Use of electronic materials licensed by DIA or the IC: The John T. Hughes Library and other IC-available sources have paid subscription licenses for commercial content available electronically. Each commercial vendor includes its own reuse rights. The license's terms and conditions must be consulted to determine permissions. However, providing an electronic link to the material is allowed under copyright.

Photocopying: A single photocopy of a portion of a copyright-protected work, such as a copy of an article from a scientific journal made for research, may be made without permission. Any of the following actions would require permission: photocopying all the assignments from a book recommended for purchase by the instructor, making multiple copies of articles or book chapters for distribution to classmates, or copying material from consumable workbooks. The following notice is placed by all photocopiers in the University and the John T. Hughes Library:

"The Copyright Law of the United States (Title 17 U.S. Code) Governs the Making of Photocopies or Other Reproductions of Copyrighted Material. The Person Using This Equipment is Liable for any Infringement."

HOW TO OBTAIN COPYRIGHT PERMISSION

Permission to use copyright-protected materials, when required, should be obtained prior to using those materials. Once the materials have been identified and it has been determined that copyright permission is required, the staff of the John T. Hughes Library will provide assistance. It is the library's policy for students and faculty to request permission in writing and to ensure that the library's Copyright Officer has a copy of each permission form or letter. Request forms can be obtained from the Copyright Officer in the John T. Hughes Library.

For assistance in obtaining copyright permissions, the library may be contacted at JTH_Library@dodiis.mil.

Since responsibility for copyright compliance rests with the user, this summary provides general information and tools to assist in making informed decisions regarding appropriate use of copyrighted materials. The following sources provide more information.

Additional web resources:

U.S. Copyright Office

<http://www.copyright.gov>

“Reproduction of Copyrighted Works by Educators and Librarians”

<http://www.copyright.gov/circs/circ21.pdf>

Copyright Clearance Center

<http://www.copyright.com>

“Resources for Teaching Faculty—Using Copyrighted Works in Your Teaching—FAQ”

<http://www.knowyourcopyrights.org/resourcesfac/faq/>

RESPONSIBLE USE OF COMPUTING

PURPOSE

To ensure the National Intelligence University computing resources can be effectively shared by all users for academic, administrative, public service, or academically related communication purposes, this policy is intended to delineate the responsible use of information technology at the National Intelligence University. Information technology includes, but is not limited to, computer networks, network servers, personal computers, printers, workstations, mainframe computers, software, e-mail, voice and video networks, transmission systems, and digital information. These computer and network resources are allocated by the University only for activities that support research, education, or administrative purposes. All office, campus network, and Internet activities must be consistent with that purpose.

This policy applies to all students, faculty, and staff of the National Intelligence University and to all other users who are authorized to access information technology at the University. This policy is meant to augment and support existing University policy, and also extends to use of those external networks with which the National Intelligence University is interconnected.

AUTHORIZED USE

An authorized user is one who has been granted authority by the National Intelligence University to access its computing and network systems and whose usage is consistent with this policy. Unauthorized use is strictly prohibited. The terms “authorized user” and “user” are hereinafter used interchangeably.

PRIVACY

All users must maintain confidentiality of student information in compliance with the Privacy Act of 1974 (20 U.S.C. 1221 note, 1232g). Users must recognize that there is no guarantee of complete privacy with their use of National Intelligence University computer and network systems.

The University may find it necessary to view electronic data and it may be required by law to allow third parties to do so (e.g., electronically stored data may become evidence in legal proceedings). It is also possible that messages or data may be inadvertently viewed by others. Should the security of a computer system be threatened, the system may be monitored and user files may be examined (Electronic Communications Privacy Act, 18 U.S.C. 2701–2711).

STATEMENT OF RESPONSIBILITY

Access to the University’s computing services is a privilege guided by the honor principle. It is assumed that users accept responsibility for their actions and for how their actions affect others in the community. Users also accept the responsibility to abide by the policies of the University as well as any state or federal laws that pertain. Those who do not abide by the policies listed below risk disciplinary action or criminal prosecution under state or federal law.

INFORMATION TECHNOLOGY POLICIES

All users are responsible for respecting and valuing the privacy of others, to behave ethically, and for complying with all legal restrictions regarding the use of electronic data. University computers or networks should not be used to: install, run, or copy software without a license to do so; conduct commercial business; express animus or bias against individuals or groups; transmit offensive material such as obscenity, vulgarity or profanity, sexually explicit material, name-calling, or cursing; guess or decrypt passwords of other users; deprive authorized users

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of access; secure a higher level of privilege than allowed by the University; read, copy, change, or delete another user's files or software without his/her permission; gain unauthorized access to remote servers; or libel, slander, or harass any other person.

Examples of computer harassment include intentionally using a computer to:

- Annoy, harass, terrify, intimidate, threaten, offend, or bother another person by conveying obscene language, pictures, or other obscene materials or threats of bodily harm to the recipient or the recipient's immediate family;
- Contact another person repeatedly with the intent to annoy, harass, or bother, whether or not any actual message is communicated, and/or where no purpose of legitimate communication exists, and where the recipient has expressed a desire for the communication to cease;
- Contact another person repeatedly regarding a matter for which one does not have a legal right to communicate, once the recipient has provided reasonable notice that he or she desires such communication to cease (such as debt collection);
- Disrupt or damage the academic, research, administrative, or related pursuits of another;
- Invade or threaten to invade the privacy, academic or otherwise, of another.

Each user is responsible for the security and integrity of information stored on his or her desktop/laptop system and for not installing or copying copyrighted software without permission or license. Students are not permitted to install software on University-owned computer equipment. Only NIU's information technology support personnel are authorized to install software on network systems. Computer accounts, passwords, and other types of authorization assigned to individual users or groups must not be shared with or used by others without authorization. Users are responsible for refraining from acts that waste University computer or network resources; that prevent others from using those resources; or that compromise the performance of campus computers, peripherals, and networks.

Users **should avoid** any willful action that would:

- Damage or modify University-owned hardware or software;
- Introduce computer "viruses" or other disruptive/destructive programs into National Intelligence University/Defense Intelligence Agency networks;
- Degrade performance of a computer system or network;
- Reconfigure University-owned software or hardware to intentionally allow access by unauthorized users or deprive authorized users of access;

- Create unnecessary multiple jobs, processes, or network traffic (e.g., prolonged use of Internet chat, sending e-mail chain letters or mass mailings, or unnecessary use of the “All Students” e-mail address).

Each administrative unit has the responsibility of enforcing these policies. All users and administrative units have the responsibility to report any observed or discovered unauthorized access attempts or other improper usage of University computers, networks, or other information processing equipment to their supervisor, information technology support personnel, or the University Special Security Officer (SSO). The University’s information technology support personnel will provide each administrative unit with the resources to enforce this policy and help with data backup procedures as well as virus protection.

DISCIPLINARY ACTIONS

Anyone found to have violated this Computer Use Policy may be subject to suspension of computer privileges and possible disciplinary action, including dismissal, under University rules for misconduct.

INTERNATIONAL PROGRAMS AT NIU



CENTER FOR INTERNATIONAL ENGAGEMENT

The Center for International Engagement is the University's focal point for key international outreach programs, including the International Intelligence Fellows Program, the Visiting Scholars Program, international conferences and symposia, and graduate-level courses. Under the guidance of the Office of the Provost, the Center provides leadership and strategic direction for international programs and fully integrates students, faculty, and staff in planning all outreach programs. The Center's mission is to coordinate and facilitate the development of international outreach activities for the University and to promote knowledge and understanding of global, transnational, and geostrategic issues impacting the Intelligence Community. The following sections describe the international programs conducted by the Center for International Engagement, as well as current offerings for international students at the National Intelligence University. Questions about any of NIU's international programs may be directed to NIU_CIE@dod.iis.mil.

The **International Intelligence Fellows Program (IIFP)** is a two-week executive-level course designed to enhance intelligence cooperation and strengthen relationships between the United States and participating countries. The IIFP seeks to improve ties and bolster regional security cooperation by providing an academic forum of non-attribution where senior (O-6/O-7 or civilian equivalent) intelligence officials gather to exchange ideas and explore pressing issues. To ensure that the program employs a critical thinking approach, International Fellows are exposed to a variety of expert perspectives from academia, the private sector, and leadership within the U.S. national security community. In addition, the IIFP affords NIU undergraduate and graduate students research access to experienced military and intelligence professionals from around the world.

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The **Strategic Intelligence Leaders Course (SILC)** will target mid-career intelligence officials (O-4/O-5 and civilian equivalent) who have mastered basic intelligence skills and capabilities, but have not reached senior management positions. The unclassified course will be open to all nations, including the United States. Its objective is to instill in mid-level international intelligence officials a working understanding of the key processes and issues in providing effective intelligence leadership to policymakers at the national and international levels.

The **Visiting Scholars Program** invites senior, international officials who have achieved prominence within their government or military to the National Intelligence University to engage in scholarly activities, including participating in the President's Lecture Series (PLS), guest lecturing in University courses, and advising students on master's theses or bachelor's capstone research.

A Visiting Scholar must be able to contribute to the academic and professional knowledge of the NIU student body. DIA personnel and NIU faculty and students can submit Visiting Scholar nominations to the Center for International Engagement for review. Further details may be found in the faculty/staff handbook.

International Conferences and Symposia are held either at the Defense Intelligence Agency Headquarters or overseas. This forum is designed to bring representatives of the Intelligence Community, international community, policymaking community, academia, media, and the private sector together to explore contemporary issues and intelligence implications in a non-attribution academic environment. These conferences and seminars use panel discussions, keynote speakers, and facilitated question-and-answer sessions to explore important intelligence and regional security issues. Previous conferences co-hosted by the University include the Black Sea and Caspian Sea Symposium, the U.S. Southern Command's and U.S. Africa Command's Regional Security Symposia, and the Western Balkans Defense/Intelligence Chiefs Conference.

International educational seminars are conducted overseas on various topics tailored to the interests of partner nations. These seminars, drawing on NIU faculty expertise, use classroom discussions and interactive exercises to facilitate an open exchange of information and ideas. Topics have varied from "The Challenges of Intelligence Analysis" to "Strategic Intelligence Coordination and Collaboration," and attendees included professionals from national security, law enforcement, and intelligence. International educational seminars are requested through the Center for International Engagement in coordination with the U.S. Defense Attaché.

Integrated International Certificates of Intelligence Studies (CIS) are delivered on a case-by-case basis to qualifying international students. Graduate certificates are available only to Australia, Canada, Great Britain, and New Zealand partners for Academic Year 2014–2015. The certificates offer students an opportunity to share perspectives in an international environment by engaging in meaningful, substantive discussion about current and emerging intelligence and security issues.

Attendance is subject to approval through Security Assistance channels. International students must possess an equivalent TS/SCI clearance and meet the same academic prerequisites as U.S. students. International students are eligible for academic credit but are not permitted to apply to any degree-granting program. Students from Australia, Canada, the United Kingdom, New Zealand, and the United States enrolled in certificate programs (in-residence, blended, or via VTC) must send clearances via SSO channels as follows:

SSO DIA SEC or JPAS-SMO Code XP124CS

Within the message body, insert the following statement:

“Pass to National Intelligence University, ATTN: Security Officer.”

CIS programs are conducted at designated offsite locations and/or the Defense Intelligence Agency Headquarters. Interested students or agencies may coordinate offerings location and timing of the program with the Center for International Engagement. CIS offerings tentatively scheduled for delivery to Australia, Canada, United Kingdom, and New Zealand partners, along with interested U.S. students, for Academic Year 2014–2015, include:

- China Intelligence Studies (see CIS descriptions)
- Leadership and Management (see CIS descriptions)
- International students are also subject to admissions requirements.

In all cases, international students must provide:

- National Intelligence University International Graduate Admissions Application
- Official copies of all undergraduate and graduate transcripts

Send all materials to the mailing address below or send via e-mail to NIUadmit@dodiis.mil.

National Intelligence University
ATTN: Admissions Office
Building 6000, Room E3-849
Washington, DC 20340-5100

RESOURCES AND FACILITIES



The Defense Intelligence Agency Headquarters is the home of the National Intelligence University's main campus at Joint Base Anacostia-Bolling in Washington, DC. NIU also has academic centers consisting of offices and classrooms at the National Geospatial-Intelligence Agency; the National Security Agency; the Regional Joint Intelligence Training and Education Facility at MacDill AFB, Florida; Quantico, Virginia; and the Joint Analysis Center at RAF Molesworth, England.

The University's main campus occupies approximately 54,000 square feet in the Defense Intelligence Agency Headquarters. These facilities include eight classrooms, a computer laboratory, a science and technology analytic laboratory, a research center, the John T. Hughes Library, an off-campus Cyber Laboratory, and faculty and staff offices. The University has access to the 374-seat Tighe Auditorium, in which numerous University activities are scheduled.

PORTABLE ELECTRONIC DEVICES (PEDs) PROHIBITED: Any easily transportable electronic device that has a capability to record, copy, store, and/or transmit data, digital images, video, and/or audio is prohibited in DIA HQ. Examples of PEDs include laptops, BlackBerry smartphones, thumb drives, cell phones, MP3 players, iPods, Kindles, Nooks, Neos, cameras, camcorders, calculators, and electronic watches with input capability. Any such items will be confiscated if found, and the offender's accesses and security clearance potentially revoked. Those taking public transportation have the option to turn off PEDs and store them in the lock boxes at the entrance of the DIA HQ.

DINING FACILITIES

A cafeteria is located on the 1st floor of the DIA HQ building and serves breakfast and lunch on weekdays, excluding holidays. In addition, food vending machines are located throughout the DIA HQ. Various other food services are located on Joint Base Anacostia-Bolling (JBAB), including the Bolling Club, a Navy open mess, and fast-food services at the JBAB Base Exchange. Students attending weekend or evening courses at the University should be aware that normal services available to students attending weekday classes, such as dining facilities, are not available after hours or on weekends. A microwave oven and refrigerator are available in the NIU Student Lounge (C3-915) for students who bring their own meals.

ACCESS, TRANSPORTATION, AND PARKING

Department of Defense employees with DoD-issued CACs may enter through all JBAB gates. Visitors must enter via the South Gate.

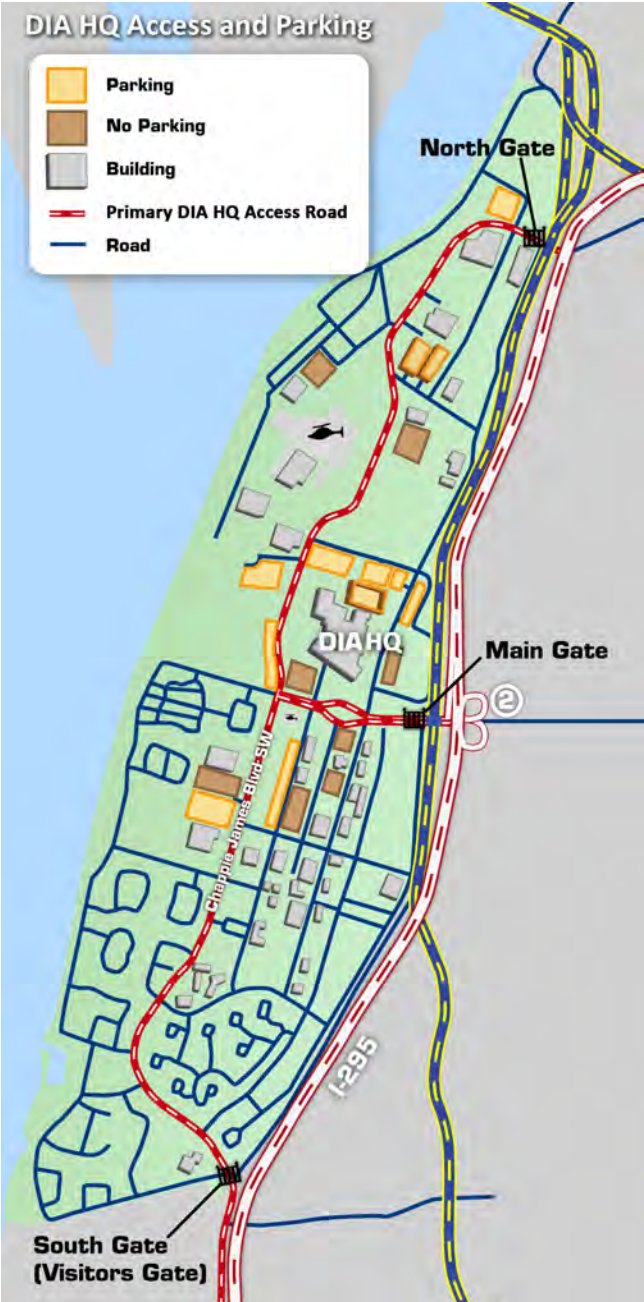
PARKING

Parking for students and employees is available around the DIA HQ and in several nearby parking lots. These lots are located north and west of the DIA HQ, south of the DIA HQ across MacDill Boulevard, east of Brookley Avenue, and west of Chappie James Boulevard. Parking is also available at the Navy Reserve Parking Garages, buildings #357 and #358. Parking areas are subject to change. There is open on-street parking along MacDill Boulevard (in front of sports fields only), Chappie James Boulevard, Defense Boulevard, North Service Drive, the USAF Honor Guard lot, and the Civil Engineer Hangar (next to Building 5683). Levels 1 and 2 of the DIA HQ parking garage are available, on a space-available basis, to anyone with a blue Intelligence Community badge or student badge. The top level of the garage is restricted to assigned spaceholders.

The DIA HQ parking garage is closed on weekends.

PARKING FOR STUDENTS AND STAFF WITH DISABILITIES

Students and staff must have a state-issued DMV tag or placard visible on their vehicle. Disability tag or placard permit holders may obtain a special DIA Handicapped Parking Permit and park in any of the appropriately marked spaces in the DIA HQ west parking lot. Disabled drivers must produce a letter from their doctor addressed to DIA—in addition to the DMV tag—stating that they are eligible for disability accessible parking. The letter should specify the severity of the disability.



STORK PARKING

Reserved parking is available to DIA students/staff who are expectant mothers. Building Services can provide a parking pass.

DC'S DISTRACTED DRIVING SAFETY ACT

The District of Columbia Distracted Driving Safety Act of 2004 prohibits the use of hand-held cellular phone equipment while driving, except for telephones with hands-free devices installed. The Act also prohibits reading, writing, performing personal grooming, interacting with pets or unsecured cargo, or engaging in any other activity that causes distraction and results in inattentive driving. The fine will be \$100, plus one point on the driver's license. Joint Base Anacostia-Bolling, located inside the District, also enforces this law, with suspension of on-base driving privileges as the penalty.

TRANSPORTATION SERVICES

The University is accessible by public transportation. Schedules are available on the internal DIA website. Students and employees who use Metrorail or Metro bus service, van pools, or commuter bus services are eligible for the Mass Transportation Benefit Program. Application for students is available through the Washington Headquarters Service web location for the NCR Mass Transportation Benefit Program Transit Subsidy. The link and other information can be obtained from the University Operations office in Room E3-934.

COURSE DESCRIPTIONS



MASTER'S CORE COURSES

All Master's-level students at NIU are required to take the following courses.

MCR 601 Intelligence and the Global Strategic Environment

This course covers key global drivers and trends that impact intelligence in an increasingly interconnected world. Within the context of U.S. intelligence and national security interests, globalization intensifies the velocity of local and world events. Phenomena such as emerging state and non-state actors, evolving structures within the international system, demographic and migration patterns, expanding trading networks and financial flows, competition for natural resources, health and environmental hazards, disruptive science and technology trends, and transnational threats such as terrorism, proliferation, and crime are examined.

MCR 603 Social Analysis and the Spectrum of Conflict

The increasing velocity of globalization places strain on the political, social, religious, and cultural identity claims of individual groups, which translates into challenges to the legitimacy and coherence of state and international structures. This places social and cultural analysis at the center of understanding the nature and propensities for conflict, which can take the form of terrorism, insurgency, counterinsurgency, and conventional war. Conflict is subjective and contextual—one act can be seen as aggressive or defensive, depending on its meaning and intent. This course develops and applies a comprehensive conceptual framework for the analysis of state and non-state actors to assess the underlying propensities and potential for external and internal conflict.

MCR 607 Intelligence Reasoning and Analysis

This course focuses on the art and science of analysis and explores the methodologies and processes of developing effective intelligence analysis. The course orients itself on the ODNI Analytical Standards that the IC employs, including alternative analysis and conducting effective professional collaboration.

Students will explore the elements of logic, critical thinking, and argumentation as the fundamental components of assessing and estimating threats and opportunities in the national security environment.

Students will then examine analytical methodologies with the goal of mitigating traditional analytic pitfalls and enhancing the accuracy of assessments. Throughout the course, the class will explore the numerous organizational and ethical issues associated with improving intelligence analysis in today's highly dynamic and increasingly complex environment.

MCR 609 The Compound Eye: Intelligence Collection

Collection includes a dynamic and integrated set of activities to acquire intelligence information needed to satisfy national intelligence requirements, and is performed through five primary means: Human Intelligence (HUMINT), Signals Intelligence (SIGINT), Geospatial Intelligence (GEOINT), Measurement and Signature Intelligence (MASINT), and Open Source Intelligence (OSINT). Collection must continuously produce the right data and information for successful and aggressive all-source analysis. This course analyzes the collection disciplines of HUMINT, SIGINT, GEOINT, MASINT, and OSINT to determine their structure and technology, capabilities, and limitations, in the context of interacting with and providing evidence for analysts. Case studies drawn from classified intelligence literature provide the substantive backdrop for the analysis of capabilities and limitations of each collection discipline.

MCR 611 Intelligence and National Security Policy

Emerging trends manifested in the threats and opportunities of globalization have altered collective national interests and national security policy formulation. The country's success in meeting the ever-increasing asymmetric and transnational challenges will depend on effective transformation, reorientation, and coordination of the National Intelligence Community to support the requirements of national security policy. This course examines national security policy formulation, the factors that influence and constrain policy choices, and the role of intelligence in this process. Changing intelligence relationships with policymakers will continue to serve as benchmarks for national security engagement. Students will analyze and evaluate the future political, cultural, and institutional challenges facing the National Intelligence Community as it supports national security policy.

MCR 701 Thesis Methodology and Design

This course is designed to prepare students for the graduate-level research and organization needed to complete their graduate thesis.

Students will learn and practice the skill of acquiring and synthesizing archival and original research, and will be introduced to literature reviews, human subjects review, institutional review board procedures, analytical frameworks, and research methodologies. Students will prepare and review each other's thesis questions, hypotheses, research strategies, and analytical designs. This course provides the student with a starting point for successfully completing a thesis on a national security and intelligence–related topic, thus making an important contribution to the body of intelligence knowledge.

MCR 702 Thesis Proposal

Under the thesis chair's guidance, students develop the proposal and complete their committee while beginning IRB approval and research. Proposals must be submitted for approval no later than the 5th week of the term and must be approved before students complete the course. (*Prerequisite: completion of MCR 701 with a B or higher.*)

MCR 703 Thesis Research

Under the thesis chair's guidance, the student produces a major portion of the thesis draft. The thesis chair, working with the student, will set the deliverables for the course, but, at a minimum, students must show continued progression in research and writing. (*Prerequisite: completion of MCR 702 with a B or higher.*)

MCR 704 Thesis Completion

Under the thesis chair and reader, the student completes the master's thesis. (*Prerequisite: completion of MCR 703 with a B or higher.*)

MASTER OF SCIENCE OF STRATEGIC INTELLIGENCE (MSSI)

The following content describes courses that serve as program requirements and electives within the Master of Science of Strategic Intelligence program:

MSI 615 Deconstructing Strategy

This course enables students to evaluate state and non-state actor strategies through the application of traditional and modern strategic theory and analytical frameworks suitable across the spectrum of conflict. Students analyze the use of intelligence in the formulation and evaluation of strategy, not only as an individual element of the DIMEFIL (Diplomatic, Information, Military, Economic, Financial, Intelligence, Law Enforcement) paradigm, but as a key driver in the selection and use of all the elements of national power. Students examine their future roles as advisors to planners, commanders, and policymakers in the operational and strategic environment.

MSI 619 Asymmetric Warfare: Future Strategies

War is no longer restricted to the realm of the nation-state and conventional military operations. The complexities of asymmetric warfare require the study of the principles of military strategy across cultural and geostrategic boundaries. Transnational threats pose complex problems for societies, and faster means of global communications networks create huge advantages for a variety of anti-Western groups, including Al-Qaeda and Hezbollah. Both fourth- and fifth-generation warfare are the result of the shift of social and political loyalties from nations to causes and movements. This process will be continued to be marked by increasing power devolving upon ever-smaller entities that prove capable of shaping perceptions of social constituencies with new and/or radical ideologies. Students will assess fourth- and fifth-generation adversary strategies with a view toward understanding their function, strengths, and weaknesses. From this, intelligence challenges in advising combatant commanders in constructing viable countervailing strategies will be identified.

MSI 621 Joint Campaign Planning and Intelligence

This course explores intelligence planning at the national strategic and theater levels for joint military expeditionary operations within the context of the joint planning process and the Joint Operational Planning and Execution System. It assesses the complex problem of supporting joint and combined organizations and command relationships. Students evaluate new and emerging tools for adaptive planning and intelligence campaign planning both in rapid response and crisis modes, and gain a better appreciation of the role of intelligence in peacetime, crisis, and war.

MSI 625 Peacekeeping and Stability Operations

Intelligence plays a pivotal role in the identification, preparation, and execution of peacekeeping and stability operations performed in a multi-national context. Stability and peace operations are designed to prevent, contain, or resolve regional conflicts. This course examines the concepts of nation-building, stabilization, reconstruction, and transition across the spectrum of peace operations and analyzes the role of various actors, including nongovernmental organizations, intergovernmental organizations, and governmental organizations, and how they interact in the stabilization mission and environment.

MSI 627 Engaging International Partnerships

Globalization, the mounting challenges of transnational threats, access to hard targets, and the increasing complexity of the world security environment demand that the United States relies more on collaborative efforts with trusted

partners. Defeating transnational threats, building coalitions, maintaining viable and trusted intelligence warning systems, monitoring compliance, and manning intervention forces demand that the United States maximizes its ability to collect, process, and analyze intelligence on a 24-hours-a-day, seven-days-a-week basis. This course examines the role of intelligence partnerships and addresses the need for coalition partner operations, intelligence sharing, and defeating threats to national, regional, and global security.

MSI 629 Strategic Crisis Exercise

This course explores the application of intelligence to operational and strategic crisis planning. Six weeks of classroom instruction prepares students to participate in exercises hosted by the Services' War Colleges or a Combatant Command. Students enhance the intelligence value of the exercise by role-playing in "blue" (friendly), "red" (adversary), or "white" (control) functions. Students are challenged by time-constrained decisionmaking as they evaluate policy and strategy options, assess the impact of threats, resolve conflicting information, and develop and revise intelligence estimates in a rapidly evolving crisis situation. Simulations and gaming help students understand the challenges inherent in effective intelligence planning across a broad spectrum of scenarios: regional wars, military contingencies, homeland defense, humanitarian assistance, and peacekeeping operations. This is a mandatory course for students in JPME studies.

MSI 635 Leadership and Management in the Intelligence Community

Evolution and change in the Intelligence Community have proven difficult and even contentious, often occurring at a slower pace than in the globalized world. Some have even accused the Intelligence Community of "adaptation failure" and failing to meet policymaker demands. This course examines practices and theories of leadership and organizational management and change to identify "best business practices" that apply to the challenges and missions of the Intelligence Community. This course examines corporate and governmental leadership as a process: the people who become leaders; the influence leaders wield in motivating followers; organizational psychology, including culture, structure, and communications; and the goals that give groups purpose. The course then examines corporate management: the development of strategy and the creation of a vision, implementing lasting change and transformation, and assessing risk and instilling performance management. The course concludes with an examination of how the Intelligence Community can organize, prioritize, collaborate, and operate in a rapidly changing global environment.

MSI 637 Intelligence Resource Management: Process, Politics, and Money

The best way to influence policy and build capabilities is by controlling how, when, and where money is spent. Intelligence Community leadership fights for and spends every budget dollar within a fairly logical resource allocation process. The difficulties lie in knowing how to effectively navigate competing priorities, personalities, and processes. Such knowledge is a critical part of understanding how the IC functions at the strategic level. This course focuses on the National and Military Intelligence Programs, and the legal, political, bureaucratic, and interpersonal forces that define and constrain the IC and DoD resource management process. Special emphasis is placed on the roles and responsibilities of key players associated with the Director of the Office of Management and Budget, the Director of National Intelligence, the Undersecretary of Defense for Intelligence, and the Congress.

MSI 638 Ethics and Intelligence

Ethics is the science of morals in human conduct. This course examines how moral standards apply to human conduct when related to intelligence work and the implications for the collection, analysis, and production of information. It combines lectures, discussion, case studies, and student presentations to critically analyze assumptions and alternatives, and to address issues of social, political, and environmental perspectives in support of national security objectives.

MSI 639 Intelligence and National Security Law

Constitutional issues such as separation of powers, preservation of civil liberties in light of rapidly evolving surveillance and other collection technologies, and U.S. obligations to other nations under treaty and custom all play a critical role in the creation of effective national security legislation, and in trying to anticipate and avoid unintended consequences of such legislation. While a solid grasp of intelligence-related statutes and regulations is essential to today's strategic intelligence professional, the underlying Constitutional issues continue to inform ongoing national debate about the balance—for those who avow such a balance exists—between national security and civil liberties.

Students will analyze and evaluate the Constitution and a range of national security-related statutes, case law, treaties, and commentaries, in light of their own experiences (both past and potential) as intelligence professionals. Post-9/11 legislation, and subsequent court challenges, will form the basis for an examination of how national security law is developing, and how strategic intelligence professionals can—or should—attempt to predict, if not influence, its path.

MSI 641 Advancing Intelligence Collection

Developing advanced intelligence collection resources to address the most difficult intelligence problems requires understanding of the broader contributions of individual collection systems. This course leverages material presented in *The Compound Eye: Intelligence Collection* (MCR 609), with a focus on advancing future collection systems and a particular emphasis on hard targets. (*Prerequisite: MCR 609.*)

MSI 642 Signals Intelligence Resources, Methods, and Operations

This course is designed to present a holistic approach to SIGINT activities and their support to the National Intelligence Priorities Framework. The business of America is mostly conducted on the global information network (“the Net”), which makes that network a national interest. NSA must carefully and skillfully integrate its missions to achieve an effective, persistent, pervasive presence on the Net. This course is designed to educate the intelligence professional about NSA’s operational missions and how they are leveraged in a new operational architecture that mirrors the global network environment. Students learn how NSA is integrating all missions into a single enterprise that will give the Intelligence Community a distinct advantage over its adversaries. (*Prerequisite: MCR 609.*)

MSI 643 Advanced Methods of Intelligence Analysis

To meet the objectives of the National Intelligence Strategy, analysts must anticipate developments of strategic concern and identify opportunities through rigorous application of techniques that explore alternative analytic views. This course focuses on developing and integrating analysis concepts and techniques in order to provide effective estimates of opportunities and threats to U.S. national interests.

Key challenges in the national security environment will be used as practical frameworks to apply and assess estimative analysis methods, explore issues associated with analytic processes, and develop estimative skills.

MSI 644 Transnational Issues in a Cryptologic Environment

This course explores NSA’s approach to non-traditional targets, including counterterrorism and the proliferation of weapons of mass destruction. The how and why of NSA’s analytic attacks against these targets and the policy considerations and academic debates that help shape NSA’s operational actions are discussed. This course will provide students with an understanding of the range of issues associated with confronting the cryptologic environment. (*Prerequisite: MCR 609.*)

MSI 645 Covert Action

Covert activities and sensitive operations are an integral part of the conduct of war, conflict, and fighting terrorism. Intelligence officers, operators, and policymakers must understand covert activities and the contribution they can make to achieving broader foreign policy or national security objectives. This course explores covert action—from propaganda and psychological or influence operations, through the range of covert political and economic activities, to subversion and paramilitary programs. It also examines the procedures under which covert actions are developed, with oversight established to ensure that covert initiatives are consistent with broader objectives. Factors that differentiate the development and implementation of special operations and some information operations from covert activities are explained.

MSI 646 Current Cryptologic Issues

This course serves as the capstone course for NSA students. It will test and challenge students to continue expanding professional and technical knowledge, while effectively using the full spectrum of previous coursework. Conducted as a research seminar, sessions are designed to provide an understanding of operations and decisionmaking within the U.S. cryptologic system. Students will research, analyze, report, and present briefings on the assigned current cryptologic issues to demonstrate in-depth understanding of the full range of decisions associated with the allocation of resources, requirements, and production. (*Prerequisite: MCR 609.*)

MSI 647 Operational Capabilities Analysis

This course develops and applies a comprehensive strategy-centric conceptual framework for analyzing and forecasting the operational capabilities of state and non-state actors. It begins by analyzing the historical and current circumstances of the actors together with how they develop and implement strategy, doctrine, and tactics. This intellectual center is then used to understand how the forces are raised, equipped, and deployed within the context of a set of missions defined by strategy. This is accomplished through consideration of such variables as command, control, communications, and intelligence; defense economics, which may embrace the global economy; geography (terrain, political, ethnic); personnel; weapons and systems; individual and unit training; and medical support. Students complete an in-class practical exercise demonstrating proper framework application. (*Prerequisite: MCR 601 and Prerequisite/Corequisite: MCR 603.*)

MSI 648 Geospatial Intelligence: Situational Awareness for Decision Advantage

Geospatial Intelligence (GEOINT) is the use of imagery, imagery intelligence, and geospatial information to describe, assess, and depict geographically referenced activities and physical features on the Earth. GEOINT's power both to develop and to support strategic intelligence resides in its ability to enhance the situational awareness of policymakers, defense planners, and military operators by gathering information and presenting complex problems in a spatial, geographical context. This course will examine the historical foundations of military geography and aerial reconnaissance, address the ways in which GEOINT has provided decision advantage to policymakers and military leaders, examine current GEOINT collection capabilities and analytic approaches in detail, and explore future challenges in the discipline. (*Prerequisite: MCR 609.*)

MSI 650 Economics and Intelligence

The course focuses on the events, forces, and ideas that have shaped the evolution of economics and world economies through an examination of the parallel development of economic thought and conflict theory.

The course will use fundamental economic concepts and linkages to enhance students' knowledge of global economic activity and enhance their ability to incorporate this phenomenon in intelligence analysis. Students will evaluate the international economic and financial relationships and their relevance to interstate competition and conflict. The course will specifically examine cutting-edge research on the application of economic methods of analysis, both alone and in interdisciplinary contexts such as International Political Economy, to the study of national security. It will help the student better analyze important economic and financial issues relevant to the missions of the IC and the National Security and Foreign Policy Communities.

MSI 651 Roots of Terrorism

Terrorism is a result of powerful social forces that impact large portions of a country's population. These forces produce incentives for people to act, and their action can be violent. Violent action, though, is not necessarily a threat to overall stability if there is no organization to mobilize, organize, lead, and support the actors. The question then becomes why do people rebel, followed by how do they rebel? Why do large numbers of people choose to act or support the actions of others who act against the stability of their political order? And how do they become effective in their opposition? These are questions that are

addressed in this course through an interdisciplinary application of social science methods. Within the context of warfare, this course addresses not only why and how people rebel, but why they choose terrorism as the method of war to achieve their political objectives.

To provide context, the course deals with what war and terrorism are and how they can be analyzed. It then goes on to consider how terrorists are identified, recruited, trained, and employed. In discussions of the primary types of terrorism, seminar members brief the class on specific terrorist groups, applying the methods of analysis developed during the first three weeks of the course. Additional methods of analysis are provided with each type of terrorism discussed, so that students can gain greater insight into the groups briefed each week. Students gain background knowledge and definitions that can be used across a wide range of analytical approaches. They also are able to employ the line of reasoning developed in the course to their missions immediately upon graduation. This is not a survey course about terrorist groups or actions.

MSI 653 Transnational Threat Environment

The dynamics of transnational threats against the complexity of globalization have resulted in significant security challenges that shape the intelligence mission. Fueled by globalization, transnational threats include terrorism, WMD proliferation, environmental degradation, pandemic disease, conflict over natural resources, energy, destabilizing migration of large groups of people across borders, and effects of regional economic crises affecting global financial markets. How the Intelligence Community responds in assessing these new threats will impact how effective decisionmakers are in responding with effective policies and plans. This course highlights globalization's interconnected impact on regional and local actors, distribution of power, and sources of stability and instability. Students will be challenged to assess the transnational threat environment and recommend analytic and collection solutions. (*Prerequisite/Corequisite: MCR 601.*)

MSI 655 Islam and the Modern World

Understanding Islam is fundamental to successful intelligence operations, especially those that support counterinsurgency. This course, which helps students assess opportunities and threats to the United States and its interests worldwide, provides in-depth explanations of Islam in today's globalized world. Historical patterns help assess the interaction between Islam and the West, and help define the intelligence implications of political, cultural, and economic conflict between the Islamic world and the Western democracies. The nature

of jihad, sources of legitimacy, the relationship between religion and the state, human rights issues, and questions of democratic and economic development in the Islamic world are explored. The course also analyzes Islam as it manifests itself regionally and nationally, assessing the interplay between Islam and distinct regional and national cultures and exploring potential threats posed by militant Islamist groups.

MSI 657 Intelligence to Protect the Homeland

This course focuses on strategic and operational threats to the U.S. homeland. Students examine friendly and adversarial centers of gravity, critical vulnerabilities, and offensive and defensive strategies consistent with the values of a free and democratic society. Vital linkages, doctrine, and policy between law enforcement and intelligence are explored, as are relationships among federal, state, local, and tribal entities in homeland security.

MSI 659 Countering the Terrorist Threat

The structure, roles, and missions of the U.S. counterterrorism community are explored in the context of fused intelligence and law enforcement expertise. This course examines specific components of U.S. counterterrorism policy, the role of the media, the key functions of indications and warning, and collection and analysis to derive intelligence futures. Students learn to contrast terrorism and the U.S. response to it in a rapidly changing international environment. Integrated studies of information operations, collaboration between and among intelligence and law enforcement agencies, and command and control of counterterrorism efforts further enhance the students' understanding and awareness of counterterrorism capabilities and limitations in a globalized world.

MSI 660 Introduction to Denial and Deception: History, Concepts, Issues, and Implications

This course is designed to set a historical, thematic, and contemporary context that will provide the fundamental perspective and foundational knowledge required to initiate counter-denial and deception activities. Part I focuses on fundamental principles, historical events, trends, supporting case studies, and U.S. organizational responses to the foreign denial and deception threat. Part II addresses the existing U.S. Intelligence Community environment and national security issues that permeate and influence the world of the denial and deception analyst. Part III specifically focuses on the role and impact of denial and deception on U.S. strategic warning and national security objectives.

MSI 661 Counterintelligence

This course provides students with an understanding of the principles and practice of counterintelligence analysis, including data collection and methodologies. Selected case studies focus on foreign intelligence services and other organizations posing a potential threat to the United States.

The students assess the need for changes and the setting of new priorities in America's strategic counterintelligence program. The nexus of intelligence and law enforcement capabilities, limitations, and collaboration challenges are also studied. Counterintelligence analysis will build on knowledge gained from such core offerings as Globalization, Social Analysis and the Spectrum of Conflict, and National Security Policy.

MSI 662 Denial and Deception: Psychological/Cultural Aspects, and National Security Decision Making

This course is designed to give students insight into the potential impact that the psychological aspects of deception and self-deception play on effective intelligence analysis, address the unique role that culture plays on perceived truth and falsity, and investigate the critical nodes of U.S. national security decisionmaking that are potentially vulnerable to foreign manipulation via denial and deception practices. Part I examines the students' psychological and organizational filters that can distort the search for ground truth. Part II underscores the critical decisionmaking points in the U.S. national security structure and identifies how those decisions can potentially be manipulated. Part III delves into the unique nature of several specific cultures with the intent of highlighting the importance of judging, assessing, or analyzing foreign events through the culture's particular experience and mindset.

MSI 664 Denial and Deception: Adversaries, Organizations, Activities, and Countermeasures

This course is designed to examine various threat organizations and the execution of denial and deception activities, gain insight into the impact of technology on denial and deception, and investigate current techniques for countering foreign manipulation via denial and deception practices. Part I builds on cultural considerations established for the world's most significant denial and deception practitioners (both state and non-state actors) by delving into their organizations and infrastructures and analyzing the techniques and procedures used in executing denial and deception inimical to U.S. interest. Part II examines the impact of selected technology on warfare and intelligence, while narrowing the focus to examine the impact on denial and deception today. (*Prerequisites: MSI 660 or MSI 662.*)

MSI 668 Denial and Deception: Tradecraft, Tools, and Methodology

This course serves as the culmination of the denial and deception sequence. It is available only to students pursuing certification in the Denial and Deception Advanced Studies Program (DDASP). It also prepares the DDASP students for the eight-day offsite Capstone Exercise necessary for obtaining the DDASP certification. (*Prerequisites: MSI 660, MSI 662, and MSI 664.*)

MSI 671 Africa: Geostrategic Intelligence Issues

Social, cultural, religious, political, economic, and strategic issues in Africa are studied as a way to discern the new intelligence challenges of the 21st century. Emphasis is placed on regional rivalries, ethnic conflict, economic and political relations of leading African nation-states, transnational terrorism, and globalization. The effects of climate change and disease are examined in the context of U.S.-African relations and responses by multinational organizations. New and emerging bilateral and multilateral relationships are explored, with direct application to forecasting trends and developing warning issues to guide U.S. intelligence planning and execution. (*Prerequisite: MCR 601 and Prerequisite/Corequisite: MCR 603.*)

MSI 673 Northeast Asia: Geostrategic Intelligence Issues

This course examines the history, geography, and culture of Northeast Asia to determine its impact on current and future geostrategic intelligence issues in the region. Appraisal of the region's historical geostrategic trends is a critical part of framing the discussion for current and emerging security challenges and priority intelligence issues and potential opportunities in Northeast Asia. Evaluation of geostrategic intelligence issues includes North Korea's cycle of provocations and nuclear programs; proliferation of nuclear, biological, and chemical weapons technology; democratization and alliance evolution in South Korea and Japan; sources of convergence and divergence in bilateral and multilateral relations; and the sub-region's response to the rise of China as a major regional power and global actor. (*Prerequisite: MCR 601 and Prerequisite/Corequisite: MCR 603.*)

MSI 675 South Asia Intelligence Issues

The geography of South Asia forms a crucial economic, geopolitical, and cultural bridge between East and West. Intelligence challenges and the potential for conflict and instability in India, Pakistan, and the smaller nations of South Asia are examined against the geostrategic backdrop of India and China. Topics range from ethnic and religious issues to economic development, nuclear proliferation, and the roots of terrorism. (*Prerequisite: MCR 601 and Prerequisite/Corequisite: MCR 603.*)

MSI 677 China in the Future

This course explores the drivers, objectives, and strategies associated with China's modernization and re-emergence as a great power. Key aspects of how China is expanding and using hard and soft power, both regionally and globally, are examined. The influence of China's history, culture, geography, and its social, political, and economic development on China's internal stability are discussed. Goals in foreign and military diplomacy, intelligence and information operations, trade, financial and economic cooperation, acquisition of science and technology, and expanding participation in multinational organizations are analyzed, along with China's military capabilities and intentions, within the regional and global security environment. (*Prerequisite: MCR 601 and Prerequisite/Corequisite: MCR 603.*)

MSI 679 Europe: Intelligence Partner and Analytic Subject

Europe is the source of the United States' most trusted, most like-minded global allies and partners, and provides a critical strategic platform for pursuit of American national security and global political strategy. This course focuses on the reality of contemporary Europe and how U.S. allies meet U.S. expectations in contributing to multilateral and coalition efforts. European cooperation depends on agreement with overall U.S. strategic aims, the capacity and will to assist, and the ability to cope with burgeoning domestic challenges. Students explore NATO and European Union cooperation and competition; disputes among various European states; and the extent to which Europe remains a major factor in determining the efficacy of U.S. strategic, political, cultural, and military leadership in the 21st century world. (*Prerequisite: MCR 601 and Prerequisite/Corequisite: MCR 603.*)

MSI 681 Latin America: Geostrategic Intelligence Issues

The course increases students' understanding of the threats, current and future, to the United States that come from Latin American countries and regional groups. Students gain a greater appreciation of the roles and responsibilities U.S. intelligence has in collecting, processing, and analyzing Latin American intelligence on behalf of U.S. decisionmakers. This course explores developments in Latin America and their impact on current and future intelligence challenges. While analyzing security topics such as international terrorism, regional insurgencies, counternarcotics, and smuggling, the course focuses especially on the critical importance of intelligence. (*Prerequisite: MCR 601 and Prerequisite/Corequisite: MCR 603.*)

MSI 683 The Middle East: Geostrategic Intelligence Issues

The Middle East dominates the national intelligence agenda. This course examines the intelligence implications of major issues affecting U.S. national security interests in the Middle East. The first part of the course provides an overview of the history, cultures, religions, geography, and demographics of the region, including surveys of patterns of interaction between the Middle East and the West. The second part of the course addresses forecasting and warning in the context of specific Middle East security and intelligence issues, including the Middle East peace process, Persian Gulf security, access to Middle East petroleum reserves, and the promotion of democracy. Each student serves as a desk officer for a Middle East country and contributes to the Key Judgments of a National Intelligence Estimate about the future of the Middle East. (*Prerequisite: MCR 601 and Prerequisite/Corequisite: MCR 603.*)

MSI 684 Sociocultural Intelligence

Culture, the totality of learned behavior that is generationally transmitted, relies on shared history, symbols, meaning, values, and understanding of behavior and information. Understanding and incorporating cultural aspects into analysis has been referred to as sociocultural intelligence (SOCINT) and has generally been used at the tactical level.

Moving SOCINT into the strategic level and incorporating cultural intelligence (the ability to adapt to a new or different cultural context) is of critical importance to the Intelligence Community in understanding responses to globalization and, in particular, cultural globalization (sometimes called “Americanization”). It is also important in building alliances with new partners, de-escalating tensions, threat identification, and appropriately messaging U.S. interests and goals overseas.

MSI 685 Russia: Geostrategic Intelligence Issues

This course assesses the current and future policies and direction of Russia as it continues to redefine itself and its role in the world since the breakup of the Soviet Union in 1991. The course examines major political, economic, military, cultural, and social issues affecting regional stability and U.S. interests. Topics include traditional and newly emerging political culture, leading personalities and institutions, economic reform, and foreign policy. Other key issues will include nationalism and ethnic conflict, separatism and terrorism, civil society, the emergence of the rule of law, and the relationship of Russia to its neighbors. This course develops critical thinking and understanding of the Russian perspectives in the context of globalization. It is designed to provide students with the broad conceptual framework for analyzing key intelligence questions. (*Prerequisite: MCR 601 and Prerequisite/Corequisite: MCR 603.*)

MSI 686 Central Asia: Geostrategic Intelligence Issues

This course is designed to develop a deep knowledge and understanding of the complex environment governing Central Asia today. This region is located in the critical area between Iran, Russia, China, and Afghanistan. It is a corridor between Europe and Asia and encompasses the historic Silk Road. With the drawdown in Afghanistan, Central Asia has a special strategic importance to the United States and the Intelligence Community. Students will examine the five nations of the area of Kazakhstan, Kyrgyzstan, Uzbekistan, Tajikistan, and Turkmenistan, as well as their relations with neighboring regions. The course will further identify the various challenges and opportunities that the region presents to the U.S. Intelligence Community. The course objectives involve expanding the students' knowledge about an important geostrategic area and the issues facing it, as well as evaluation of the U.S. intelligence activities and existing analysis of this region.

MSI 687 The Caucasus

This course is designed to develop a deep knowledge and understanding of the complex environment governing the Caucasus today. The Caucasus region is located in the critical neighborhood of Iran, Russia, and Turkey, and between Europe and Asia; it thus presents strategic importance to the U.S. Intelligence Community. This course will examine the Caucasus region, which consists of four countries (Russia, Armenia, Georgia, and Azerbaijan) and three unrecognized but self-proclaimed independent states (Abkhazia, Nagorno-Karabakh, and South Ossetia), and will identify the various challenges and opportunities that the region presents to the U.S. Intelligence Community.

The course will examine the changing environment in select states of the former Soviet Union and the U.S. relations with the region. The course objective is to expand the students' knowledge about an important geostrategic region and the various issues facing it and develop analytic and critical thinking skills with regard to the U.S. intelligence activities and analysis toward this region.

MSI 688 The Near Abroad

This course examines the changing environment in the states of the former Soviet Union and U.S. relations with the region. The first part of the course examines the breakup of the Soviet Union and the states that resulted from this breakup. These include four geographic regions: the Baltic States (Latvia, Lithuania, and Estonia), the BUM (Belarus, Ukraine, and Moldova), the Caucasus (Georgia, Armenia, and Azerbaijan), and Central Asia (Kazakhstan, Kyrgyzstan, Uzbekistan, Turkmenistan, and Tajikistan). The second part of the course

examines the issues and problems that have arisen as a result of the breakup, and how they affect the United States. The objective is to expand the students' knowledge of this fascinating topic and encourage critical thinking with regard to the U.S. policies toward these states. This course is designed as a follow-on to Russia: Geostrategic Intelligence Issues (MSI 685), though it stands alone in terms of its content and thus does not have MSI 685 as a prerequisite.

(Prerequisite: MCR 601 and Prerequisite/Corequisite: MCR 603.)

MSI 698 Special Topics

This course designation is used for new curriculum topics in strategic intelligence. Such courses may take advantage of special expertise of visiting faculty or meet the needs of a timely intelligence topic. They are also candidate courses for permanent listing in the curriculum.

MSI 698I Iran: Geostrategic Intelligence Issues

Iran plays a crucial role in Middle East geopolitics. This course is designed to develop a deeper knowledge and understanding of the complex environment governing Iran today. The region is located in what makes up the heart of the U.S. Central Command (USCENTCOM) Area of Responsibility (AOR). Iran and its neighbors have a special strategic importance to U.S. policymakers and the Intelligence Community. This course will further identify the various intelligence challenges Iran poses to U.S. regional security interests in the Persian Gulf region, as well as to national security interests around the world.

The course objectives are to expand the students' knowledge about an important geostrategic actor and area and the issues facing Iran, and to develop analytic and critical thinking skills with regard to the U.S. intelligence activities and analysis toward Iran. How does the Iranian government conduct itself, domestically and internationally? What are the human rights issues? How do the social sciences provide information about the way ahead for Iran? How does the Shia/Sunni divide impact Iran and its neighbors? What role do history, religion, government, military, economics, and demographics have for the future of Iran?

MSI 698N Comparative Intelligence

A critical mission of U.S. counterintelligence organizations, and of the broader Intelligence Community, is to assess the intelligence capabilities and activities of foreign powers, and to describe their resources, plans, and methods of operation. This course provides students with multiple approaches to analyzing foreign intelligence systems and services. Students will be introduced to theoretical models drawn from academia, as well as to analytic frameworks used by U.S.

intelligence agencies. Later in the course, the theoretical models and frameworks are applied in a series of case studies of the intelligence systems/services of both adversaries and allies.

MSI 699 Directed Readings

This course focuses on a specific aspect of strategic intelligence that is so new or specialized it is not offered in an existing course. A written proposal and list of readings and assignments must be developed by the student and approved by the sponsoring faculty member and the MSSI Program Director. Students may use a Directed Readings course to satisfy an elective course requirement.

MASTER OF SCIENCE AND TECHNOLOGY INTELLIGENCE (MSTI)

The following content describes courses that are program requirements or electives within the MSTI degree program.

MST 604 Advanced Methods of Intelligence Analysis

To meet the objectives of the National Intelligence Strategy, analysts must anticipate developments of strategic concern and identify opportunities through rigorous application of techniques that explore alternative analytic views. This course focuses on developing and integrating analysis concepts and techniques in order to provide effective estimates of organizational and technology-based threats to, and vulnerabilities of, critical U.S. national interests. Students will use analytic methodologies and techniques to develop estimative analyses depicting specific threats and/or vulnerabilities. Key challenges in the national security environment will be used as practical frameworks to apply and assess methodological approaches and the resulting estimative analyses.

MST 613 Science and Technology

This course is designed to develop a common knowledge of the concepts, principles, and applications of scientific and technical issues relevant to intelligence analysis and execution, and the ability to assess threats to national security posed by adversarial use of science and technology (S&T). The course focuses on collaboration and understanding of emerging and disruptive technology advances, and identification of effective threat indicators and countermeasures. Students will analyze national security problems, identify challenges and opportunities for S&T, and examine how S&T can enable and enhance all-source analysis. The course covers science and technology from a global perspective, adversarial development and acquisition of key technologies,

elements of important scientific and technical systems, IC S&T organizations, and state and non-state actors' application of "benign" technologies as a threat.

MST 629 Strategic Crisis Exercise

This course explores the application of intelligence to operational and strategic crisis planning. Six weeks of classroom instruction prepares students to participate in exercises hosted by the Services' War Colleges or a Combatant Command. Students enhance the intelligence value of the exercise by role-playing in "blue" (friendly), "red" (adversary), or "white" (control) functions. Students are challenged by time-constrained decisionmaking as they evaluate policy and strategy options, assess the impact of threats, resolve conflicting information, and develop and revise intelligence estimates in a rapidly evolving crisis situation. Simulations and gaming help students understand the challenges inherent in effective intelligence planning across a broad spectrum of scenarios: regional wars, military contingencies, homeland defense, humanitarian assistance, and peacekeeping operations. This is a mandatory course for students in JPME studies.

MST 633 Advanced Science and Technology

This course is designed as a follow-on to MST 613: Science and Technology, for students interested in current intelligence on science and technology topics. The course focuses on reviewing current intelligence collection, reporting, and analysis on science and technology (S&T) topics introduced in MST 613 as well as topics that emerge from current events, policy interest, or enhanced intelligence focus. Intelligence topic areas include, but are not limited to: emerging and disruptive technologies, weapons of mass destruction (nuclear, chemical, and biological), missile systems, proliferation, cyber, conventional weapons, environment, health, space (and counter-space), and arms control. The course also considers United States' S&T capabilities that support collection and analysis on S&T topics and present observations from their research for class discussion. (*Prerequisite: MST 613.*)

MST 655 Advanced Conventional and Non-Conventional Weapons

This intelligence course is designed to provide a broad level of situational awareness into the essential science and technology underpinning modern military capabilities. This course will not cover the specifics of Weapons of Mass Destruction but will, in part, include their delivery systems. The unique capabilities of advanced weapons systems are the result of innumerable advancements in the basic and applied sciences as well as the unique creative problem-solving insights of systems integrators. This nexus between

interdisciplinary technical advancement and practical application that results in new or enhanced military capabilities forms the basis of power projection and technological superiority. It is also, by definition, a set of areas that foreign adversaries specifically target in an effort to obtain military or economic advantage through a variety of espionage tactics.

MST 656 The Economics of Technology

This course examines economic theories, technological innovation, and labor, as they apply to technology and innovation. Additionally, this course assesses emerging technologies in the context of how they are adapted in society. Students assess how technological innovations impact the economy. Students also evaluate historic writings by noted economists and their attempts to explain how technology variables impact the larger economy.

MST 657 Case Studies in Technology Transfer

“Technology transfer” is an often-misunderstood term that has multiple usages, ranging from the benign to the strategic. This course will define and assess the various meanings of that term, but will pay specific attention to its tactical, strategic, and intelligence-related aspects. Case studies will be the primary learning vehicle whereby the science and technology-related implications of technology transfer will be explored. Particular focus will be given to its organizational, analytical, political, legal, and economic dimensions. Through the use of specific case studies, the real-world implications of technology transfers—as they apply to the development or diminishment of national power, as well as to the underlying economic health of the nation—will become clear.

MST 658 Infrastructure Vulnerability Assessment

This course introduces students to a range of issues concerning critical infrastructure. The concept of “critical infrastructure” will be defined from a variety of perspectives: economic, military, national, and local. Issues of identification, mapping, assessment, and ranking infrastructure will be addressed, as will the concept of vulnerability and risk assessment from the perspectives of the attacker and the defender. Viewing infrastructure as an essential enabler of current living standards and social cohesion will be followed by analyses of the weaponization potential of the same national assets by adversaries. The class will use actual examples wherever possible as a means of conveying the full impact potential of the misuse of ubiquitous but largely unrecognized local and national assets upon the surrounding communities.

MST 660 Introduction to Denial and Deception: History, Concepts, Issues, and Implications

This course is designed to set a historical, thematic, and contemporary context that will provide the fundamental perspective and foundational knowledge required to initiate counter–denial and deception activities. Part I focuses on fundamental principles, historical events, trends, supporting case studies, and U.S. organizational responses to the foreign denial and deception threat. Part II addresses the existing U.S. Intelligence Community environment and national security issues that permeate and influence the world of the denial and deception analyst. Part III specifically focuses on the role and impact of denial and deception on U.S. strategic warning and national security objectives.

MST 661 WMD Terrorism

This course is designed to provide students with an understanding of terrorism involving weapons of mass destruction (WMD-T). The course will examine the history of WMD-T, introduce basic technical aspects of improvised and acquired WMD, explore the costs and benefits of WMD-T attack scenarios, and assess intelligence and policy tools available to combat the threat of WMD-T. At the conclusion of the course, students will understand the relationship of political objectives, supporting technologies, required resources, and barriers to WMD-T. This in-depth knowledge will enable students to more effectively leverage critical strategic intelligence methods in support of collective efforts to prevent, protect, and respond to the many facets of WMD-T.

MST 662 Denial and Deception: Psychological/Cultural Aspects, and National Security Decision Making

This course is designed to give students insight into the potential impact that the psychological aspects of deception and self-deception play on effective intelligence analysis, address the unique role that culture plays on perceived truth and falsity, and investigate the critical nodes of U.S. national security decisionmaking that are potentially vulnerable to foreign manipulation via denial and deception practices. Part I examines the students' psychological and organizational filters that can distort the search for ground truth. Part II underscores the critical decisionmaking points in the U.S. national security structure, and identifies how those decisions can potentially be manipulated. Part III delves into the unique nature of several specific cultures, with the intent of highlighting the importance of judging, assessing, or analyzing foreign events through the culture's particular experience and mindset.

MST 663 WMD: Counterproliferation

This course outlines the structure and role of the U.S. Intelligence Community in U.S. efforts to combat weapons of mass destruction (WMD). Students assess the role intelligence plays in negotiating, ratifying, and verifying arms control agreements. The course focuses on specific components of U.S. policy in combating WMDs and the vital role played by intelligence collectors and analysts working collaboratively in the national counterproliferation effort. Intelligence futures for the counterproliferation and WMD problem set are derived, and assessments of change in U.S. intelligence priorities, resources, and policies are examined.

MST 664 Denial and Deception: Adversaries, Organizations, Activities, and Countermeasures

This course is designed to examine various threat organizations and the execution of denial and deception activities, to gain insight into the impact of technology on denial and deception, and to investigate current techniques for countering foreign manipulation via denial and deception practices. Part I builds on cultural considerations established for the world's most significant denial and deception practitioners (both state and non-state actors) by delving into their organizations and infrastructures and analyzing the techniques and procedures used in executing denial and deception inimical to U.S. interest. Part II examines the impact of selected technology on warfare and intelligence, while narrowing the focus to examine the impact on denial and deception today. (*Prerequisites: MST 660 or MST 662.*)

MST 665 The Biological Threat

This course addresses the intelligence implications of the biological threat in warfare, terrorism, and criminal activities. The scope of biological agents and their potential for deployment against humans, animals, and plants, along with relevant aspects of prophylaxis and therapeutics, are examined. Students distinguish indicators and warnings associated with the properties of agents, production facilities, and enablers presenting risk to national security, and they are introduced to the intelligence functions, activities, and mechanisms to counter the threat.

MST 667 The Nuclear Threat

This course addresses technical and policy issues associated with weapons that may be used in warfare, terrorist actions, or criminal activity. It is designed to provide a comprehensive understanding of the nuclear and radiological categories of weapons of mass destruction. Distinctions are made between this

and other classes of WMD. Effects of each type of weapon are examined, along with the current state of the art. Intelligence indicators and warnings associated with adversarial systems necessary to develop and employ the weapons are reviewed and discussed.

MST 668 Denial and Deception: Tradecraft, Tools, and Methodology

This course serves as the culmination of the denial and deception sequence. It is available only to students pursuing certification in the Denial and Deception Advanced Studies Program (DDASP). It also prepares the DDASP students for the eight-day offsite Capstone Exercise necessary for obtaining the DDASP certification. (*Prerequisites: MST 660, MST 662, and MST 664.*)

MST 669 The Chemical and Explosive Threat

This course addresses technical and policy issues associated with weapons that may be used in warfare, terrorist actions, or criminal activity. It is designed to provide a comprehensive understanding of the chemical and explosive categories of weapons of mass destruction. Distinctions are made between this and other classes of WMD. Effects of each type of weapon are examined, along with the current state of the art. Intelligence indicators and warnings associated with adversarial systems necessary to develop and employ the weapons are reviewed and discussed.

MST 672 Intelligence and the Changing Global Resource Environment

This survey course assesses land, energy, food, water, and mineral global resource markets and related intelligence issues and outlooks. Students examine how natural resources and the environment, along with energy and power market issues, can inform, constrain, and affect issues of strategic intelligence. Understanding adversarial adaptations and uses of global resources is an essential component to analyzing geopolitical objectives and intent that are a high intelligence priority.

MST 673 Geology and Intelligence

This survey course assesses geologically related intelligence issues affecting the global resource markets and the environment. Students examine how geological extraction and processing affects the world economy from a strategic intelligence perspective. Topics include the need for planetary resources in the world economy and the interaction of geological activities with the environment. Understanding adversarial competition for resources and trade and the environmental impacts is an essential component to analyzing geopolitical objectives and intent.

MST 674 Nuclear and Other Alternative Energy Sources

This survey course reviews intelligence issues associated with the non-fossil side of the energy production processes. Students examine the market for alternative sources and how technological change might affect future energy production and distribution. Understanding change in this critical area of the energy process allows students to analyze the diplomatic, military, and economic intelligence issues associated with an enormous part of the world economy.

MST 675 Electrical Power Systems and Distribution

Modern electrical power generation, transmission, and distribution systems are the interconnected networks for delivering electricity from suppliers to consumers. Power generation systems represent a vitally important strategic resource as they provide the infrastructure for transmitting and transforming energy for industrial, communication, military, and transportation uses. This course introduces power generation, transmission, and distribution from a strategic intelligence perspective, providing students with an understanding of the modern systems that provide electrical power. The course covers components of the history and economics of power production, modern power systems, smart grid technologies, and current worldwide regional trends in power production.

MST 680 Information Power and National Security

This course examines the information component of national power from an intelligence perspective. Students analyze the intelligence-related aspects of departmental, interagency, and international considerations of information operations, critical information infrastructure protection/information assurance/cyberspace, and strategic communication/public diplomacy across the physical, informational, and cognitive dimensions of the information domain. This course is an element of the cognitive component of the IO/Cyber concentration.

MST 681 Propaganda, Persuasion, and Influence

Building on the concept of information power, this course critically examines issues at the intersection of intelligence and propaganda, persuasion, and influence. Students examine and evaluate theories of influence and persuasion within the constructs of attitudes and attitude change. Intelligence-related case studies provide a background from which to examine state and non-state actor utilization of propaganda. This course is an element of the cognitive component of the IO/Cyber concentration.

MST 682 Cyber Intelligence

This course will educate students on cyber intelligence issues. The learning objectives focus on Intelligence Community cyber activities and authorities,

enabling cyber technologies, supply chain dynamics, systems architecture, information communications technology, and identity intelligence. This course is an element of the technology component of the IO/Cyber concentration.

MST 683 Foreign Information and Cyber Strategies

Building on the concepts and skills of information and cyber constructs, students examine foreign state and non-state actor information and cyber strategies in relation to U.S. strategic interests. Students acquire the ability to analyze and compare and contrast foreign information and cyber strategies through the use of case studies in intelligence. This course is an element of the threat component of the IO/Cyber concentration.

MST 684 Cyber Threat

This course examines the technology, knowledge, methodologies, and tools needed to assess contemporary and emerging cyber intelligence issues. Topics include worldwide cyber capabilities, cyber attack processes, attack vectors, exploitation, espionage, and denial and deception. This course is an element of the threat component of the IO/Cyber concentration.

MST 685 Social Networks and Intelligence

This course is designed to educate students on the rapidly changing foundations and dynamics of the science and technology of social networks and intelligence. Students will gain a greater understanding of recent developments in social networks, as well as scientific and technological foundations. This enhanced perspective should enable the student to provide strategic intelligence support as it relates to social networks. This course is an element of the cognitive and threat components of the IO/Cyber concentration.

MST 687 Advanced Information Power Seminar

This seminar will enhance students' abilities to anticipate, understand, and synthesize the complexities of operating against a peer-competitor in the global information environment. Using nested scenarios, students confront and analyze problems in information power, develop intelligence support requirements, and synthesize potential solutions. This course is an element of the cognitive component of the IO/Cyber concentration.

MST 698 Special Topics

This course designation is used for special topics in strategic intelligence. Such courses may be created to take advantage of special expertise of visiting faculty or to meet the needs of a timely intelligence topic. They are also candidate courses for permanent listings to the curriculum.

MST 698M Cyber Data Exploitation and Advanced Analytics

This course focuses on advanced analytics and information discovery through an educational foundation and practical exposure to a wide range of cyber-related data. Topics may include data gathering, collection, and transformation into forms amenable to advanced analytics and discovery. Integrating cyber-derived information into intelligence analyses and projections is a key component of this course. This course is an element of the threat and technology components of the IO/Cyber concentration.

MST 698N Network Operations Environment—Engagement

Through an educational foundation and practical exposure to network characterization and exploitation, this course focuses on understanding an opponent's capabilities, expertise, and activities. Students will participate in exercising these capabilities in a standalone network environment. This course is an element of the technology component of the IO/Cyber concentration.

MST 698O Information Influence and Deception

This course provides an overview of data, information manipulation, and analytic techniques of various video and still imagery modalities. Topics may include encoding, encryption, embedding data in innocuous data forms, and analysis of video and still imagery. Students will criticize and analyze existing techniques and methodologies, based on current intelligence issues. This course is an element of the cognitive and technology components of the IO/Cyber concentration.

MST 698P Advanced Cyber Intelligence

This advanced cyber course builds on the use of cyber intelligence in the operational environment. The focus is on the application of analytic capabilities to assess field-gathered data, combined with other multi-source intelligence. Students enhance their command of the cyber operational domain and system exploitation. This course is an element of the threat and technology components of the IO/Cyber concentration. (*Prerequisite: MST 698M, MST 698N, or MST 698O.*)

MST 699 Directed Readings

This course focuses on a specific aspect of strategic intelligence so new or specialized it is not offered in an existing course. A written proposal and list of readings and assignments must be developed by the student and approved by the sponsoring faculty member and the MSTI Program Director. Students may use a directed readings course to satisfy an elective course requirement.

BACHELOR OF SCIENCE IN INTELLIGENCE (BSI)

The following content describes courses that are program requirements and electives within the BSI degree program.

BSI 401 Globalization and the Intelligence Landscape

The dynamics of globalization have resulted in the development of new challenges shaping the intelligence mission. These challenges include the impact of the global migration of people, rapid spread of information, environmental degradation, natural resource scarcities, disease, financial crises, terrorism, organized crime, and WMD proliferation. The information revolution and advances in science and technology provide both threats and opportunities. This course explores the nature and dynamics of the emerging global environment in the context of U.S. national security and challenges for intelligence analysis and collection, both now and in the future. The course examines globalization's impact on transnational issues that affect regional stability, such as demographic shifts and migration movements, the environment and health, competition over natural resources, ethnic and other forms of internal conflict, terrorism, WMD proliferation, and organized crime.

BSI 403 Intelligence Analysis

How does information become meaningful intelligence? As information is analyzed, meaning is created. This course examines the logic of reasoning, critical thinking, argumentation, and analytical methodologies applied against a wide range of intelligence problems. Assessment of key intelligence failures lays the foundation for addressing methodologies and possible pitfalls such as prejudice and preconceptions, mirror imaging, cultural bias, and other perceptual filters. The course examines the Intelligence Community's analytical process and organizational measures to focus on key issues; the relationship of analysis to the policymaker, military commanders, and military planners; and current Community efforts to improve analytical standards, assessments, collection, evaluation, and warning.

BSI 405 Collection Assets and Capabilities

This course evaluates key U.S. intelligence collection assets and capabilities that are applied to national intelligence requirements. Topics include the capabilities and limitations of assets corresponding to the five intelligence collection disciplines: Human Intelligence (HUMINT), Geospatial Intelligence (GEOINT), Signals Intelligence (SIGINT), Measurement and Signature Intelligence (MASINT), and Open Source Intelligence (OSINT). Intelligence collection assets

are examined to determine their organizational structure; the collection infrastructure—technologies, systems, and institutions; and the collection tasking system.

BSI 407 The Nature of Conflict and Conflict Capabilities

This course focuses on the definitions and fundamental causes of conflict, including inter- and intra-state crises; deterrence failures; hegemonic or colonial, economic and preemptive, and ideological and religious contention; balance of power and quests for dominance; resource access and scarcity; and relative deprivation factors. The spectrum of conflict examined includes gangster, surrogate/proxy, irregular, asymmetric, conventional, and national types of warfare. The course then examines and applies the principles of state and non-state actors, operational and military capabilities analysis, and key methods of studying the influence of non-military factors that either enhance or degrade the ability of an actor to engage in conflict. To achieve an integrated perspective, a “system of systems” approach is employed to define and analyze the complex relationships between the key elements of conflict capability, including strategy, doctrine, geography, logistics, defense economics, technology, leadership, and order of battle.

BSI 409 Intelligence and National Security Strategy

Today’s intelligence professionals must understand the role intelligence plays in the formulation and execution of the U.S. National Security Strategy. These strategies provide the intellectual framework for the evolution and application of U.S. instruments of national power. This course focuses on the tenets of U.S. national security and warfighting strategies and the context of influencing the development of national security strategies. Globalization provides the backdrop to discuss contextual factors, along with the primary principles, doctrine, and theories underpinning successful and unsuccessful strategies, the interactive nature of warfare, and the evolution of strategies in conflict. Students develop a framework for thinking about conflict at the strategic and operational levels, and examine the role of intelligence in formulating strategy.

BSI 411 Culture and Identity in an Age of Globalization

Highly distributed and dispersed global operations in recent years—from Timor to Bosnia, Baghdad, and Kabul—underscore the importance of conducting uniquely tailored missions in different environments. The pressures of globalization challenge the ability of individuals and nations to maintain “identity.” The mix of cultural groups, languages, religions, customs, and beliefs occurring in nation-states can shape an official identity. However, individuals and non-state actors also seek to forge their own identities, as identification with a particular group

provides a sense of belonging, empowerment, and security. The lack of identity among minorities and outsiders can yield exclusion, intolerance, and conflict. The principal focus of this course is to learn to recognize the complexity and dynamics of national, ethnic, cultural, and religious identities. Understanding individual and group identities and practices is key to knowing both one's adversaries and one's allies.

BSI 413 Science, Technology, and Intelligence

Science and technology are key drivers shaping the national security environment. This course introduces students to basic physical principles, organizations, resources, and processes associated with science and technology affecting intelligence and national security. The application of these concepts includes exploiting science and technology advances for generating effective intelligence products, and assessing technical capabilities and corresponding intelligence actions, both of the United States and of its adversaries. The course introduces terminology, principles, operations, and limitations of specific scientific and technological applications that most affect national security.

BSI 415 Terrorism: Origins and Methodologies

Terrorism represents one of the most palpable threats to U.S. security interests. This course examines the terrorism phenomenon within the context of the social sciences. Particular emphasis is placed on introducing basic techniques for analyzing the causes, strengths, and weaknesses of key forms of terrorism, with a view toward facilitating intelligence capabilities to develop preemptive and countervailing strategies.

BSI 417 Intelligence: Building Stability and Peace

The United States conducts stability operations to prevent, contain, or resolve regional conflicts that threaten U.S. national interests. Stability operations have been designated a core U.S. military mission, and are becoming a priority comparable to combat operations. The immediate goals are to provide conflicted societies with security, restore essential services, and meet humanitarian needs. The long-term goals are to help develop indigenous capacity for securing essential services, a viable market economy, rule of law, democratic institutions, and a robust civil society. This course examines the challenges and requirements facing intelligence professionals engaged in planning and supporting U.S. and multinational stability and peace operations in global regions, including how intelligence supports U.S. and multinational plans and operations for stabilization, security, reconstruction, and transition operations for sustainable peace.

BSI 419 Introduction to Denial and Deception

The accuracy and credibility of the Intelligence Community rest upon its ability to determine ground truth in an environment characterized as information-competitive, with extensive foreign knowledge of intelligence sources, methods, and analytical techniques. Deception analysis equips the intelligence analyst with the information and tools necessary to identify both the deception and the larger strategic picture that drives potential adversaries to implement advanced deception operations against the United States. This course is designed to establish a historical, thematic, and contemporary context that provides the fundamental perspective and foundational knowledge required to successfully initiate counter-denial and deception activities.

This course is divided into three parts. Part I examines the fundamental principles and historical events through supporting case studies by focusing on the impact of denial and deception that permeate and influence the world of the denial and deception analyst. Part II outlines operational and strategic deceptions and illustrates their impact on leadership and intelligence analysis. Part III focuses on influence operations, offensive counterintelligence, and the impact of denial and deception on surprise, strategic warning, and U.S. national security objectives.

BSI 421 Information Operations

The power of information lies at the heart of cooperation and conflict, as state and non-state actors, groups, and individuals adapt to, and exploit, the “Global Commons.” This course examines the global information environment and its effects on U.S. national security strategy and military operations. Essential paradigms and concepts, policies, doctrines, and practices of information operations are viewed from a strategic intelligence perspective in support of U.S. information operations planning and strategy. U.S., coalition, and adversarial information operations are analyzed, and the exploitation of the global information environment in conducting national security operations at the strategic and operational levels of conflict is examined. Intelligence-related aspects of theater, interagency, and international planning and execution of information operations across the physical, informational, and cognitive dimensions of the information environment are explored.

BSI 425 Homeland Security and Intelligence

This course evaluates the role, structure, composition, missions, capabilities, and limitations of homeland security, the Intelligence Community, and key law enforcement institutions in light of the strategic security environment

and probable threats. Students apply national security strategy and policy to the homeland security environment. Students gain an understanding of how intelligence capabilities are applied to information sharing, prevention of national security threats, protection of critical infrastructure, and protection of the economy in a world of interconnected global transportation systems.

Threats and threat doctrines that adversely impact intelligence and law enforcement practices, including insider threats, are also examined. Analytic frameworks for modeling threats, evaluating those threats against homeland security mission capabilities, and proposing intelligence strategies to defeat threats are provided.

BSI 427 Proliferation of Weapons of Mass Destruction

This course examines the role of intelligence in analyzing threats from adversarial state and non-state actors possessing or aspiring to acquire weapons of mass destruction for use against the U.S. homeland and global interests. It explores the capabilities and consequences of current and emerging revolutionary advances in science and technology that can be used by adversaries to perfect nuclear, biological, and chemical weapons. An overview of the intelligence analysis challenges surrounding the threats posed by state and non-state adversaries provides the framework to examine the basic technologies of nuclear, chemical, and biological weapons, and threats posed by WMD. The course explores the motives for and means of acquiring and developing WMD, and encourages students to think analytically and critically about the causes and consequences of nuclear proliferation.

BSI 431 Africa: Intelligence Issues

The highly diverse and complex nations comprised by the continent of Africa pose specific challenges for the U.S. Intelligence Community, foreign policy, and national security. This course provides a basic understanding of the geographic, historical, social, cultural, religious, economic, political, and military factors affecting the situation in Africa. Students will examine contemporary domestic and international problems confronting the people of Africa, as well as their governments, non-governmental organizations, and social movements. It highlights issues affecting U.S. national security interests on the African continent and the related challenges faced by the U.S. Intelligence Community.

BSI 433 Middle East: Intelligence Issues

This course examines cultural, social, political, and economic underpinnings crucial to understanding the challenges for U.S. national security and the

role of intelligence warning, analysis, and collection in the region. The course examines the importance of Islam, the history of Western involvement, regional political and security issues such as terrorism, the promotion of democracy, and prospects for economic development; it then addresses specific issues such as the Arab-Israeli conflict, Persian Gulf security (including issues bearing on Iraq and Iran), WMD proliferation, and access to hydrocarbon reserves.

BSI 435 Eurasia: Intelligence Issues

This course focuses on Russia and its relations with five major regional/world groups: the successor states of the former Soviet Union, the nations of the former Warsaw Pact, Western Europe and NATO, the United States, and other specific states such as Iran. Current and emerging security challenges, including regional stability, terrorism, criminal activities, transnational threats, and socioeconomic factors that impact regional and global security are discussed, along with implications for intelligence collection and analysis.

BSI 437 Southwest Asia: Intelligence Issues

This course provides students with a basic understanding of drivers and causes of conflict and instability throughout Southwest Asia—a critical nexus of extremism, insurgency, and terrorism. The region's ethnic and religious tensions, uneven economic development, armed conflict, nuclear proliferation, transnational terrorism, Iran and the expansion of Shia extremism, and Pakistan's and Afghanistan's internal stability are examined. The geography and resources of Southwest Asia ensure that it will be an enduring concern, forming a crucial economic, geopolitical, and cultural bridge between the Middle East and South Asia. Priority intelligence analysis and collection challenges—including nuclear proliferation and weapons of mass destruction, the spread of regional terrorism and violent extremist ideologies, and insurgencies, as well as social, economic, and resource issues that impact regional and global security—are explored.

BSI 439 East Asia: Intelligence Issues

This course explores key cultural, historical, political, economic, security, and intelligence issues for East Asia. An understanding of East Asia's current and emerging regional security challenges is developed, including political and societal instability, military developments, demographic shifts, trade, and tensions over natural resources. Recognizing that China is emerging as a global power, the course addresses priority intelligence challenges: China's grand strategy, military modernization, Taiwan and the Korean Peninsula, ethnic tensions, and regional security.

BSI 441 Latin America: Geostrategic Intelligence Issues

The goal of this course is to increase awareness of threats and opportunities, both current and future, for the United States that originate in Latin America. Students will gain a greater understanding of recent developments in Latin America, as well as the historical, sociopolitical, and cultural fabric of this important region. This enhanced perspective should enable the student to intelligently collect, process, and analyze data on Latin American society, politics, economics, trends, and issues. Students will thereby improve their ability to cogently and articulately present analytical assessments. The course focuses on the vital role of intelligence in understanding and dealing with critical Latin American security issues, such as increased Chinese, Iranian, and Russian influence in the region. The course will also study transnational criminal organizations, terrorism, insurgencies, and trafficking in humans, drugs, and arms.

BSI 495 Analytic Methods

This course strengthens analytic tradecraft to foster critical thinking and the opportunity to develop and implement innovative approaches to analyzing complex intelligence problem sets. Tenets and functions of one or more advanced analytic methodologies are introduced and applied to resolve a significant intelligence problem set. The course is designed to support BSI 497: Capstone Integration.

BSI 496 The Analyst-Collector Integration

In this course, students integrate collection strategies and all-source intelligence analysis in a mission-centric approach to strategic-level intelligence problems listed in the National Intelligence Priorities Framework (NIPF). Case studies drawn from classified intelligence literature provide substantive examples that demonstrate the interdependence between collectors and analysts. Students apply analytic methods and full-spectrum collection capabilities in ways that satisfy priority intelligence requirements, provide indications and warning, and identify intelligence information gaps for policy, planning, and operations against significant intelligence problems.

BSI 497 Capstone Integration

Understanding the dynamic and complex relationships between analysis, collection, and warning is one of the key challenges facing the Intelligence Community. This capstone project requires students to experience the dynamics of a significant intelligence problem, while integrating the challenges of analysis, warning, and collection. The goal of the course is for students to successfully apply research and data collection, and to carry out a comprehensive project and complete its final written product.

BSI 498 Special Topics in Intelligence

This course designation is used for one-time-only courses on special topics in intelligence. Such courses may be created to take advantage of special expertise of a visiting professor or to meet the needs of a timely intelligence topic. A BSI 498 can become a permanent NIU course.

BSI 498E Europe: Intelligence Issues

Europe contains many of the U.S. allies who provide a critical strategic platform for pursuit of American national security strategies. This course focuses on the reality of contemporary Europe and American national security strategies. It also focuses on how U.S. allies meet U.S. expectations in contributing to multilateral and coalition efforts. European cooperation depends on agreement with overall U.S. strategic aims, the capacity and will to assist, and the ability to cope with burgeoning domestic challenges. Students explore NATO and European Union (EU) cooperation and competition, disputes among various European states, and the impact of a resurgent Russia on NATO and EU cohesion. The course will examine lessons learned in NATO's operations in the Balkans and Afghanistan, in addition to focusing on the cyber and terrorist threats in the region.

CERTIFICATE OF INTELLIGENCE STUDIES PROGRAM (CIS)

CIS IN AFGHANISTAN AND PAKISTAN (AFPAK)

While there is widespread agreement among U.S. policymakers and military leaders that the ongoing conflicts in Pakistan and Afghanistan cannot be resolved solely by military means, there is no clear agreement on a methodology to address the governance and related issues in both states that tend to generate conflict and exacerbate instability. Because governance is in part a function of culture and history, it is essential that analysts grasp and accommodate these foundational factors, as well as a range of related social, economic, religious, and educational factors, in order to provide optimal support to policymakers and military commanders. The Afghanistan-Pakistan Certificate is designed to provide students with a solid foundational knowledge of Afghanistan and Pakistan and of the dynamics between them across a spectrum of core issues.

In addition to MSI 583 and MSI 584 described below, students must also take and complete MSI 675: South Asia Intelligence Issues and MSI 655: Islam and the Modern World.

MSI 583 Pakistan Intelligence Issues

The course is dedicated solely to an in-depth exploration of Pakistan and its key institutions (including the Army), political culture, regions, ethnicities, and religion, and how these factors drive Pakistan's troubled relationships with India and Afghanistan. The course offers a detailed look at the historical and contemporary relationship between U.S. and Pakistani intelligence organizations. It examines Pakistan-based insurgent groups and terrorist organizations and, in particular, explores the origins and mutations of Pakistan's national security strategy, focusing on contemporary commonalities and points of divergence between Pakistani and U.S. strategic and operational objectives.

MSI 584 Afghanistan Intelligence Issues

The course provides students with an in-depth look at Afghanistan. The course examines the nature and historical parameters and styles of Afghan governance, drawing, inter alia, on Pashtun culture. In particular, the course offers students an opportunity to analyze how Afghans have reacted to the importation, forced or otherwise, of outside ideologies, including various schools of Islamic thought.

CIS IN AFRICA: STRATEGIC INTELLIGENCE STUDIES

This graduate certificate prepares students to critically identify and analyze the factors that influence and constrain policy choices, and to comprehend the significance of how the Intelligence Community uses key intelligence indicators to predict, forecast, and develop warning trends in Africa. The courses examine the role that strategic intelligence plays in understanding and analyzing the impact of globalization, U.S. national security policies, regional conflict, and peacekeeping missions on the African people and the African continent.

In addition to MSI 572, 573, and 574, described below, students must also take and complete MSI 671: Africa: Geostrategic Intelligence Issues.

MSI 572 Africa: Intelligence and National Security Strategy

This course is designed to provide students with an understanding of how the U.S.-Africa national security policy is developed within the U.S. interagency process. Students will learn about (1) how U.S. foreign policy in Africa is formulated and developed, (2) who the key strategic actors and agencies in the interagency process are, and (3) how intelligence informs the interagency policy process.

MSI 573 Conflicts in Africa

On the African continent, violent conflict was an integral component of the colonial scramble for Africa, the decolonization process, and the Cold War. In the current era of globalization, the states of Africa are still vulnerable to the threat of violent conflict. Whether the factors are class, economic, ethnic, religious, or social, the political stability of many African nations remains in peril, and this has implications for U.S. national security. This course examines some fundamental questions: What is conflict? Who are the key actors? Who are the major academic contributors to the study of conflict? What are the theories of conflict? What are the causes of conflict? What are the types and levels of conflict? The study of conflict in Africa requires a comparative multidisciplinary approach that uses a broad range of academic frameworks, and micro-level and macro-level theories, models, and analytical tools. This course examines how triggers of conflict embedded in deeper and broader conditions can create a balance of power relationship; create disputes over history, memory, and precedence; create conditions of relative deprivation and competition over common resources and economic access; and involve internal and external actors whose activities and interests are related to the disputants.

MSI 574 Africa: Peacekeeping and Peace Enforcement

Intelligence plays a pivotal role in the identification, preparation, and execution of peacekeeping missions on the African continent. This course examines why and how the United Nations, African Union, African Regional Security Institutions, and the Arab League engage in the full spectrum of peacekeeping missions: operations such as stabilization, disarmament, demobilization, reintegration, and resettlement in war-torn areas. The course also discusses the role of non-governmental organizations, inter-governmental organizations, and governmental organizations, and how they interact in the stabilization process of African peacekeeping missions.

CIS IN CHINA: INTELLIGENCE CONCERNS

This certificate prepares students to critically identify, analyze, and forecast current and emerging intelligence and security concerns regarding China faced by the Intelligence Community. The courses address warning, analysis, and collection challenges for China, including internal stability and governance, grand strategy, global security engagement, and foreign policy. Critical issues such as Chinese military modernization, campaign strategies, and intelligence and information operations will also be discussed.

MSI 576 Introduction to China Intelligence Studies

This course explores the drivers, objectives, strategies, and activities associated with China's modernization and re-emergence as a great power. The course examines key aspects of how China is expanding and using its growing hard and soft power, both globally and regionally. Students assess the influences of China's history, culture, and geography on Beijing's regional security perceptions and behavior, as well as key political, social, and economic developments influencing China's domestic and internal stability. Students examine China's strategic goals and regional security strategies, with particular emphasis on China's activities in foreign and military diplomacy; trade, finance, and economic cooperation; acquisition of science and technology; and expanding participation in multinational organizations. Students analyze and forecast key military, economic, and political issues impacting relations between China and Taiwan, as well as China's intentions within the greater Asia regional security environment. The objective of the course is to produce a future-oriented intelligence assessment in response to a key intelligence question about China.

MSI 577 China's Grand Strategy and Foreign Policy

The course seeks to familiarize the student with the various academic approaches of China's "Grand Strategy" and foreign policy. This course seeks to determine China's Grand Strategy and the ways it is formed and implemented in China's foreign and defense policies. The seminar examines, from different perspectives, the International Relations (IR) System Level influences; the influence of China's "Strategic Culture" and threat environment; key players in foreign policy formulation; and Mao's approach to strategizing/policymaking. It then examines how China has sought its (shifting) perceived interests in the various shifting threat environments and how the policies have been implemented in various regions. The course applies the same approach to the formation and execution of China's defense policy. As the course is a graduate-level seminar, students are expected to make multiple presentations on articles that deal with various aspects of the above topics.

MSI 578 China Military Capabilities and Strategy

This course covers the characteristics, drivers, and objectives of China's military capabilities and strategy. The course examines the pace and scope of China's military force modernization and trends across a range of People's Liberation Army (PLA) offensive and defensive capabilities. These capabilities include space, air, missile, maritime, land, electronic warfare, and cyber forces. Students examine China's global and regional security activities and military engagement, with an emphasis on analyzing China's ongoing military development of roles

and missions for the PLA that go beyond China's immediate territorial interests. Students assess China's options for using military force to gain diplomatic advantage or resolve disputes in its favor, as well as the potential for PLA anti-access and area-denial strategies in the region. The course emphasizes PLA capabilities that could deter Taiwan independence or influence Taiwan to settle the dispute on Beijing's terms while simultaneously attempting to deter, delay, or deny U.S. support for the island in case of conflict. The objective of the course is to produce a future-oriented intelligence assessment for a key intelligence question about China's military.

MSI 579 Chinese Intelligence and Information Operations

This course examines the composition, missions, capabilities, and operations of China's intelligence, influence, cyber, and internal security organizations. A primary objective is to enable students to assess the nature of the threat to U.S. national security and economic interests posed by People's Republic of China (PRC) intelligence and information operations (IO). The course also includes discussion of the role of intelligence and IO in PRC national security policy. In addition, the course covers U.S. efforts to counter PRC intelligence and IO activities. The course draws on readings from a variety of perspectives, including U.S. Intelligence Community products, other government publications, academic writings, and media reports.

CIS IN COUNTERINTELLIGENCE

The Certificate of Intelligence Studies in Counterintelligence prepares students to critically evaluate the efforts of U.S. counterintelligence (CI) agencies to mitigate the foreign intelligence threat to the United States. The courses examine the U.S. CI effort from a strategic perspective, including the role of CI in relation to the larger Intelligence Community, law enforcement, and U.S. national security strategy. The courses also address the organization and mission of the U.S. CI organizations, as well as the legal, civil, and policy considerations that shape and constrain the CI effort in a democratic society. Students will gain an understanding of various aspects of the foreign intelligence threat, including espionage, influence operations, economic espionage, and cyber intrusions. The certificate courses also explore criticism of the U.S. CI effort, alternative approaches to CI, and the future of China's globalized information environment.

In addition to MSI 562: Counterintelligence Analysis, MSI 563: Counterintelligence Operations and Investigations, and MSI 579: Chinese Intelligence and Information Operations, students must also take and complete MSI 661: Counterintelligence.

MSI 562 Counterintelligence Analysis

This course provides students with an understanding of the principles and practice of counterintelligence (CI) analysis from a strategic perspective. Topics covered in the course include the relation of CI analysis to operations, investigations, and collection; the culture and psychology of CI analysis; CI analytic methodology; Intelligence Community analytic tradecraft standards; all-source CI production; indications and warning; and the differing analytic needs of investigators, warfighters, and policymakers. Several case studies focus on how CI analysts approached significant espionage cases.

MSI 563 Counterintelligence Operations and Investigations

This course provides students with an understanding of the principles and practice of counterintelligence (CI) operations and investigations from a strategic perspective. Topics covered in the course include offensive CI tradecraft; investigative techniques; CI collection techniques, including Foreign Intelligence Surveillance Act (FISA) collection; technical CI operations; use of the polygraph; and considerations regarding prosecution versus exploitation of CI suspects. Several case studies focus on how CI case officers and special agents approached significant espionage cases.

CIS IN EURASIA

The Graduate Certificate in Eurasian Studies is designed for students who want to develop a deeper understanding of Russia and the countries of the Near Abroad. With the end of the Cold War and the breakup of the Soviet Union, many thought that U.S. security concerns with the region would decrease. Instead, the issues relating to this part of the world have increased and become more complex. Regional conflicts; the security of materials that could be used to produce Weapons of Mass Destruction; the growth of organized crime, and with it the trafficking of drugs, arms, and human beings; economic, health, and demographic problems; and the spread of radical Islam and cyber threats are just some of the concerns that affect not only Eurasia, but—through association—the rest of the world. By studying these and other issues and how they impact the various parts of the former Soviet space (Russia, the Baltics, the BUM [Belarus, Ukraine, and Moldova], the Caucasus, and Central Asia), students will develop the in-depth understanding that will allow them to serve as regional specialists, and analyze events in this part of the world and the impact of these events on U.S. national security.

In addition to MSI 589: Graduate Colloquium in Eurasian Studies (described below), students must take and complete MSI 685: Russia: Geostrategic

Intelligence Issues; MSI 686: Central Asia: Geostrategic Intelligence Issues; MSI 687: The Caucasus; and MSI 688: The Near Abroad. Students must also complete an individual research project on a relevant topic.

MSI 589 Graduate Colloquium in Eurasian Studies

This course allows students to pursue topics of strategic and intelligence interest relating to Russia and the former Soviet States, and acts as the capstone course for the Eurasian Certificate. Areas of focus include internal political development, including the impact of globalization; foreign policy and regional dynamics; issues regarding the development of democracy and the rule of law; internal conflict areas (the North Caucasus), frozen conflicts, and the potential future conflict and regional instability; energy policy and its economic, political, and policy dimensions; military policy and military reform; intelligence and counterintelligence issues; and indicators and warning for the region. Students will be expected to be familiar with all of these topics and how they are interrelated, as well as focusing on one or more areas for intensive study. The course requires a major research paper, capable of being published by NI Press.

MSI 598 Special Topics

This course designation is used for new CIS topics. They are candidate courses for permanent listing in the curriculum.

CIS IN LEADERSHIP AND MANAGEMENT IN THE INTELLIGENCE COMMUNITY

This certificate program provides Intelligence Community professionals with an educational experience in a collaborative interagency environment that furthers knowledge and use of leadership theory and practice, organizational management skills, national security law and ethics, and the role of intelligence in national security policy formulation. Designed for intelligence professionals of all job series and backgrounds with 10 years of experience, the program integrates education and information sharing, as participants in this four-course program will explore and analyze real-world intelligence challenges and use tools immediately applicable to their daily environment.

The courses are completed in series during a single academic year. Ultimately, participants will graduate better positioned to serve as future leaders of the Intelligence Community and better prepared to lead an adaptive and agile Intelligence Community. Courses in the certificate program will be balanced to ensure student representation from across the Intelligence Community.

Students in this certificate program will comprehend the complexities involved in leading and problem solving within the IC. They will also analyze IC challenges that cross organizational lines and study optimal interagency decisionmaking and information sharing. They will also develop realistic and feasible solutions based on application of leadership principles, best practices, bureaucratic skills, and legal/ethical considerations.

MSI 598Q Leadership and Intelligence

The Leadership and Intelligence course explores and applies the tenets of leadership within the context of the Intelligence Community. The course examines current challenges impacting IC leaders, leadership theories and roles, organizational culture, motivation theory, building trust and influence, and leadership philosophy. The sessions combine seminar instruction with experiential activities, case studies, facilitated group discussions, and personal reflection exercises.

MSI 598R Leadership, Intelligence, and National Security Decisionmaking

This course examines national security policy formulation, the factors that influence and constrain policy choices, and the role of intelligence in this process. Relationships among primary actors are examined using a combination of theory and “real world” examples. Participants will better understand and appreciate how the interagency process, resource management, and oversight of the IC affect the process of developing and executing U.S. national security policy.

MSI 598P National Security Law and Ethics

Senior intelligence officers, responsible for leading mission-oriented organizations and managing public resources, require an appreciation for the complex legal and ethical issues they may encounter. Senior officers further require an appreciation for the roles and responsibilities of attorneys in government, including agency General Counsel and the Inspector General, as critical team members who enable mission accomplishment consistent with American law and values. This course facilitates lifelong learning by introducing students to the complex interaction of issues, theories, and concepts facing senior intelligence officers.

MSI 598O Organizational Management and Change

The purpose of the Organizational Management and Change course is to explore and apply tenets of business management to the Intelligence Community, by studying group dynamics, organizational change theories, business decisionmaking, business analysis, strategic communications, and marketing.

During the session, attendees will combine materials from previous sessions with organizational management applications to examine issues within the Intelligence Community. Attendees will complete an Intelligence Community case study analysis, combining leadership and change management theories, prior to the next session.

CIS IN STRATEGIC WARNING ANALYSIS

The ability to provide leaders with the knowledge and awareness needed to anticipate and prepare for possible events requires analysis of a very high order. NIU's Certificate of Intelligence Studies in Strategic Warning Analysis provides the intellectual platform for this analysis. Students will study historical successes and failures of warning intelligence, contemporary challenges, methodologies, analytical techniques, and a region or intelligence function where such practices can be applied. Students will be better equipped to evaluate and analyze not only why an event happened but also possible events in the future.

MSI 598W History of Warning Intelligence

This course begins the four-course certificate program in strategic warning analysis by setting the scene historically, with the experience of the United States and other nations in providing warning to policymakers. It addresses both warning successes and warning failures to cover lessons learned methodologically and organizationally to place this critical analytical mission in perspective. The course will discuss the origins and development of strategic warning analysis in the United States. It will also introduce the discussion of obstacles to successful analysis in the context of the psychology of analysis and heuristics, which will be continued in the subsequent theory and methodology course of the program. The course will be largely oriented around student case-study presentations and class discussion.

MSI 598Y Challenges in Strategic Warning

This course is the second offering in the four-course certificate program in strategic warning analysis. It addresses the increasingly complex environment that has made strategic warning intelligence analysis, always a difficult mission, all the more challenging since the end of the Cold War. The course is divided into three parts. The first discusses the revolutionary developments of globalization: phenomena such as emerging state and non-state actors; evolving structures within the international system; demographic and migration patterns; expanding trading networks and financial flows; competition for natural resources; health and environmental hazards; and disruptive science and technology trends. This discussion will focus especially on three transnational issues, which have proven

especially challenging to warning analysis: threats related to cyber, terrorism, and proliferation of weapons of mass destruction. The second general topic involves examining a critical component of analysis, intelligence collection, in order to understand the relationship between these two functions and how to maximize and coordinate the effort. Third, the course will discuss intelligence collaboration, both international and interagency, which studies have found to be critical to intelligence successes.

MSI 598Z Warning Theory and Methodologies

This course is the third offering in the four-course certificate program in strategic warning analysis. It will survey the menu of analytical techniques that have been compiled since 9/11 to help address the challenges of producing effective warning intelligence. The course will begin with a more in-depth discussion of the analytical pitfalls to set the scene for methods that can help overcome them. It will then discuss the methodology developed during the Cold War, indicator-based scenarios analysis, and ask whether this remains relevant. It will next explore concepts and methods under consideration since 9/11, including “enduring issues,” “emerging issues,” “strategic surveillance and reconnaissance,” “horizon scanning,” and communities of interest for warning analysis. The class will then explore relevant structured analytical techniques compiled since 9/11, particularly those designed to enhance imagination and to challenge “conventional wisdom.” It will also address the possibility of deception and discuss decisionmaking theory in order to understand the dynamics of the target. Finally, the course will address methodologies and analysis practiced in the business world and in the related field of futures analysis for relevant insights.

Warning Elective

This course is the fourth offering in the four-course certificate program in strategic warning analysis. The student should enroll in a regional or functional elective related to his or her interests or assignment. If possible, a deliverable in this course should be applicable to warning analysis in a broad sense.

NIU LEADERSHIP



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Colonel, U.S. Army. B.S., Eastern Michigan University; M.S.S.I., National Defense Intelligence College; M.S.S., U.S. Army War College

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Frederick P. Hammersen

B.A., Virginia Military Institute; M.A., University of Virginia; M.S.S.I., Joint Military Intelligence College

Vice Provost and Director of Institutional Effectiveness: Felicia Bradshaw

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Dean, College of Strategic Intelligence: Donald J. Hanle

Lt Col, U.S. Air Force (Ret.) B.A., University of South Carolina; M.A., Naval Postgraduate School; Ph.D., George Washington University

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Dean, Oettinger School of Science and Technology Intelligence: Brian R. Shaw

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Syracuse University

Director, Center for International Engagement: Lorenzo S. Hiponia

Commander, U.S. Navy (Ret.). B.S., U.S. Naval Academy; M.S., Naval Postgraduate
School; M.A., Naval War College

Director, John T. Hughes Library: Denise M. Campbell

B.A., University of Mary Washington; M.L.S., Florida State University

Director of University Operations: Stephen J. Kerda

B.A., Drew University; M.P.A., Western Kentucky University

Director of Enrollment Services: Eric H. Stupar

B.A., Chaminade University of Honolulu; M.S.S.I., National Defense Intelligence
College; M.A., American Public University

Director of Educational Technology: Vacant

NIU HONORARY DEGREES



HONORARY DEGREE RECIPIENTS

2013	Gen John R. Allen, USMC (Ret.)
2012	Honorable Michael J. Rogers
2011	Mr. A. Denis Clift ADM Bobby R. Inman, USN (Ret.)
2010	Dr. Anthony G. Oettinger Honorable Dennis C. Blair, Admiral USN (Ret.)
2009	BG Richard M. Lake, USMC VADM Robert B. Murrett, USN
2008	LTG John F. Kimmons, USA Mr. James F. Sloan
2006	Ambassador John D. Negroponte
2005	Dr. Rita Colwell
2004	GEN Alexander M. Haig, Jr., USA (Ret.) Professor Christopher Andrew
2003	Ms. Joan A. Dempsey Ms. Ann Z. Caracristi
2002	Representative Porter J. Goss Lt Gen Michael P. DeLong, USMC

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- 2001 Senator Richard G. Lugar
Lt Gen Michael V. Hayden, USAF
- 2000 Senator Richard C. Shelby
- 1999 LTG Patrick M. Hughes, USA
Honorable George J. Tenet
VADM Thomas R. Wilson, USN
- 1998 Representative Ike Skelton
Lt Gen Robert H. Fogelsong, USAF
LTG Paul E. Menoher, USA (Ret.)
- 1997 RADM Marsha J. Evans, USN
ADM Isaac C. Kidd, Jr., USN (Ret.)
- 1996 Representative Larry Combest
- 1995 Lt Gen James R. Clapper, Jr., USAF (Ret.)
- 1994 Mr. Dennis M. Nagy
Lt Gen Ervin J. Rokke, USAF
- 1993 Mr. Whitney E. Reed
- 1992 RADM John M. McConnell, USN
Maj Gen Frank B. Horton III, USAF
- 1991 Gen Alfred M. Gray, USMC
LTG Harry E. Soyster, USA
- 1990 Senator William S. Cohen
Mr. John F. Blake
- 1989 Representative Anthony C. Beilenson
Mr. Maurice A. Sovern
Lt Gen Brent Scowcroft, USAF (Ret.)
Mr. Gordon Negus
Ms. Eloise Randolph Page

- 1988 Dr. Robert M. Gates
Dr. William F. Scott
Lt Gen Leonard H. Perroots, USAF
- 1987 Gen Robert T. Herres, USAF
Dr. Edward Teller
LTG Sidney T. Weinstein, USA
RADM Jerome L. Johnson, USN
Representative Louis Stokes
Dr. Robert L. Plumb
VADM William O. Studeman, USN
- 1986 Ambassador Clare Boothe Luce
Maj Gen Jack E. Thomas, USAF (Ret.)
VADM Edward A. Burkhalter, Jr., USN (Ret.)
Mr. John T. Hughes
- 1985 Col Lee D. Badgett, USAF
Senator Orrin G. Hatch
Professor Lyman B. Kirkpatrick, Jr.
Dr. Walter L. Pforzheimer
Maj Gen Schuyler Bissell, USAF
CAPT Richard W. Bates, USN (Ret.)
LTG James A. Williams, USA
- 1984 Senator Daniel P. Moynihan
Col Allen E. Wolf, USAF
Representative Dave McCurdy
- 1983 LTG Vernon A. Walters, USA (Ret.)
- 1982 Gen Lucius D. Clay, Jr., USAF (Ret.)
Lt Gen Eugene F. Tighe, Jr., USAF (Ret.)
- 1981 COL Bruce F. Williams, USA

ACADEMIC CALENDAR

2015–2016

** This calendar is subject to change.*

FALL QUARTER 2015

AUG 10	Report date for full-time military students
AUG 13–21	Orientation for full-time students
AUG 21	Orientation for part-time students
AUG 22–23	1st Fall Reserve Monthly weekend
AUG 24	Fall Quarter begins
AUG 24	Convocation (mandatory for full-time students)
AUG 28	Last day to add a course
SEP 4	Last day to drop a course
SEP 7	Labor Day Holiday
SEP 19–20	2nd Fall Reserve Monthly weekend
SEP 28	Last day to withdraw from a course
OCT 12	Columbus Day Holiday
OCT 17–18	3rd Fall Reserve Monthly weekend
NOV 2	Last day to submit thesis for December graduation
NOV 4	Fall Quarter ends
NOV 5–13	Research Period
NOV 7–8	4th Fall Reserve Monthly weekend
NOV 9	Fall Quarter grades due
NOV 11	Veterans Day Holiday

WINTER QUARTER 2015–2016

NOV 16	Winter Quarter begins
NOV 20	Last day to add a course
NOV 25–27	Thanksgiving Holiday recess
DEC 4	Last day to drop a course
DEC 12–13	1st Winter Reserve Monthly weekend
DEC 15	Last day to withdraw from a course
DEC 18	Last day to submit T-1 for July graduation
DEC 19–JAN 3	Winter Reading Period
JAN 1	New Year's Day Holiday
JAN 4	Winter Quarter resumes
JAN 9–10	2nd Winter Reserve Monthly weekend

ACADEMIC CALENDAR

2015–2016 (Continued)

JAN 18	Birthday of Martin Luther King, Jr., Holiday
FEB 6–7	3rd Winter Reserve Monthly weekend
FEB 12	Winter Quarter ends
FEB 13–21	Research Period
FEB 15	Washington's Birthday Holiday
FEB 18	Winter Quarter grades due

SPRING QUARTER 2016

FEB 22	Spring Quarter begins
FEB 26	Last day to add a course
FEB 27–28	4th Winter Reserve Monthly weekend
MAR 4	Last day to drop a course
MAR 19–20	1st Spring Reserve Monthly weekend
MAR 25	Last day to withdraw from a course
APR 9–10	2nd Spring Reserve Monthly weekend
APR 29	Spring Quarter ends
APR 30–MAY 1	3rd Spring Reserve Monthly weekend
MAY 4	Spring Quarter grades due

SUMMER QUARTER 2016

MAY 9	Summer Quarter begins
MAY 13	Last day to add a course
MAY 20	Last day to drop a course
MAY 21–22	4th Spring Reserve Monthly weekend
MAY 30	Memorial Day Holiday
JUN 6	Last day to withdraw from a course
JUN 13–24	Reserve Monthly Intensive term
JUL 4	Independence Day Holiday
JUL 5	Summer Quarter ends
JUL 8	Final Thesis Turn-in Date
JUL 11	Summer Quarter grades due
JUL 13	Graduation Award Decisions due
JUL 28	Commencement rehearsal
JUL 29	Commencement ceremony



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